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ABSTRACT

Postsecondary education in the state of Michigan in 1987 is profiled, including information on the 15 public four-year colleges and universities, 29 public community and junior colleges, and 54 independent non-public two- and four-year colleges and universities. There are more than 300 private vocational schools licensed by the State Board of Education. Michigan's governance and bureau of postsecondary education are explained. Statistical information on students in Michigan includes college enrollment, fall enrollment history by type of college, high school graduate history, top quarter graduates with no postsecondary plans, minority representation, minority enrollment, part-time enrollment, enrollment history by gender, graduate students, professional students, program enrollment, and course area enrollment. Statistics on outcomes show various degrees conferred in different types of colleges and programs by gender and race. Financial assistance is broken down by undergraduates, applicants, type of need-based financial assistance, need- and non-need based, minority needs, and resources. Faculty statistics include data by gender, college type, numbers, salaries, area, unionization, and tenure. The section on finance considers the state budget for postsecondary education 1987-88, revenue sources for 1985-86, expenditures for 1985-86, general fund revenue, state aid history, tuition history, current fund expenditure, and trends in local support. Maps and graphs are included. (SM)

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Conditions in Postsecondary Education in Michigan 1987

A Profile of Postsecondary Education in Michigan

STATE BOARD OF EDUCATION

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CONDITIONS IN POSTSECONDARY EDUCATION IN MICHIGAN

1987

A PROFILE OF POSTSECONDARY EDUCATION IN MICHIGAN

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MICHIGAN POSTSECONDARY EDUCATION

OVERVIEW

TYPES OF INSTITUTIONS:

The State of Michigan has 15 public four-year colleges and universities, 29 public community and junior colleges, and 54 independent non-public two- and four-year colleges and universities. Three of the public four-year colleges and universities also perform community college functions. Michigan also has over 300 private vocational schools that are licensed by the State Board of Education.

I. Public Four-year Colleges and Universities:

The public four-year colleges and universities make several unique contributions in research, in service to the state and the region, and in instruction at the undergraduate and graduate levels. Some of the colleges provide high-market demand, mainly technical, two- and four-year undergraduate instruction. Some focus upon broadly based and regionally accessible general four-year instruction, non-technical business training, professional graduate education and regional public services. In addition, general state universities offer comprehensive four-year undergraduate instruction, broadly based business, professional and graduate instruction, extension programs through the masters' degree, and economic development assistance to business and industry.

Michigan's nationally recognized public research universities offer advanced graduate and professional instruction, comprehensive baccalaureate instruction (often leading to graduate work) and basic and applied research. The research universities provide support critical for Michigan's success in agriculture, economic development, social research and technology transfer.

Overall, the public four-year institutions offer a great diversity of programs: from professional education in medicine and law to adult education, from unique graduate programs in specialized research areas to accessible teacher preparation programs at many institutions. Along with this diversity, the fifteen institutions provide similar programs in the general liberal arts curriculum, offering residents of Michigan broad access to core baccalaureate programs. The public four-year institutions maintain a wide range of basic and applied research activities that the state and the nation require as resources to prepare for future changes and development.

II. Independent Colleges and Universities

The independent colleges present Michigan residents with a variety of very specialized education opportunities and environments that complement the public education offerings. They offer certificate and associate degree programs; church affiliated terminal programs; baccalaureate programs, including liberal arts and teacher education; and graduate/professional programs leading to post-graduate degrees in many disciplines. Independent colleges must offer programs leading to a degree or offer two or more years for transfer to a degree granting Michigan institution of higher learning which is recognized by the State. In addition to their regular course offerings for traditional students, Michigan independent colleges provide numerous special programs ranging from weekend courses for professionals to seminars for senior citizens. Special and continuing education courses often are held on weekends, evenings and early mornings, at locations both on and off campus.

Independent colleges and universities are recognized by the State Board of Education when they have been incorporated under Act 327 of the Public Acts of 1931, as amended. The State Board of Education, through MDE staff, ensures that the articles of incorporation clearly define the educational activity of the proposed corporation and that specific limits to activity are defined. Any unincorporated non-public colleges are also brought under the authority of the State Board of Education through Act 142 of Public Acts of 1964, as amended, the Unincorporated Institutions of Higher Learning Act, which authorizes the State Board of Education to establish minimum requirements for degrees or awards.

III. Public Community and Junior Colleges

The community colleges have individually established missions to provide opportunities for individuals from all walks of life to pursue career and life goals. Students may earn an associate's degree while pursuing a liberal arts or pre-professional program designed to provide transfer credit to four-year institutions. Community college vocational-technical programs culminate with an associate's degree or a certificate specific to an occupational area. Local industry apprentices receive related trade instruction in many of the community colleges. In addition, many continuing education and community service programs are designed for students who wish to attend college during evening and weekend hours, at local business and industrial sites or through television instruction. The community colleges provide developmental education courses to strengthen students' basic communication, mathematical and study skills. They also provide an array of student services including counseling, financial aid and planning and job placement.

Through educational activities, the community colleges attempt to enhance the economic, cultural, intellectual and social life of the community. The community colleges cooperate with high schools, colleges and universities, community agencies and other community groups in an effort to identify and meet the educational needs of the community.

IV. Proprietary Schools and Other Postsecondary Education Institutions:

A wide array of non-degree programs, from real estate to dog grooming to business studies, are available to students at more than 300 proprietary schools, which are licensed by the State Board of Education's Proprietary School Unit, under Act 148 of the Public Acts of 1943, as amended (Private Trade Schools, Business Schools, and Institutes). These schools are designed to assist those who need particular skills for employment and typically do not require any particular level of previous education. The proprietary schools are generally very specialized and deal with a single occupation or a cluster of related occupations.

Several types of training programs are licensed by other State agencies. Examples include aeronautics schools, licensed by the Department of Transportation; barber schools, cosmetology schools, and nursing schools, licensed by the Department of Licensing and Regulation; and commercial driving schools, licensed by the Department of State.

Governance

Michigan enjoys a relatively autonomous structure in the area of higher education. The Constitution of 1963, which created the current State Board of Education, gave the boards of control of the individual public colleges authority to supervise their respective institutions and to control expenditure of institutional funds. Three of the public four-year universities are supervised by individual boards of control elected by the citizens of Michigan; each of the remaining 12 public colleges and universities is governed by its own board of control appointed by the governor.

The community colleges are supervised and controlled by locally elected boards. The State Board for Public Community and Junior Colleges, called for by the Constitution of 1963 and appointed by the State Board of Education, advises the State Board of Education concerning community colleges in regard to their general supervision, planning and requests for annual appropriations.

The State Board of Education, an elected body, was authorized to plan and coordinate higher education and to advise on the system's financial needs and requirements. The Bureau of Postsecondary Education is the agent of the State Board of Education in carrying out its constitutional roles in the areas of teacher education, student financial assistance and coordination of higher education.

Bureau of Postsecondary Education

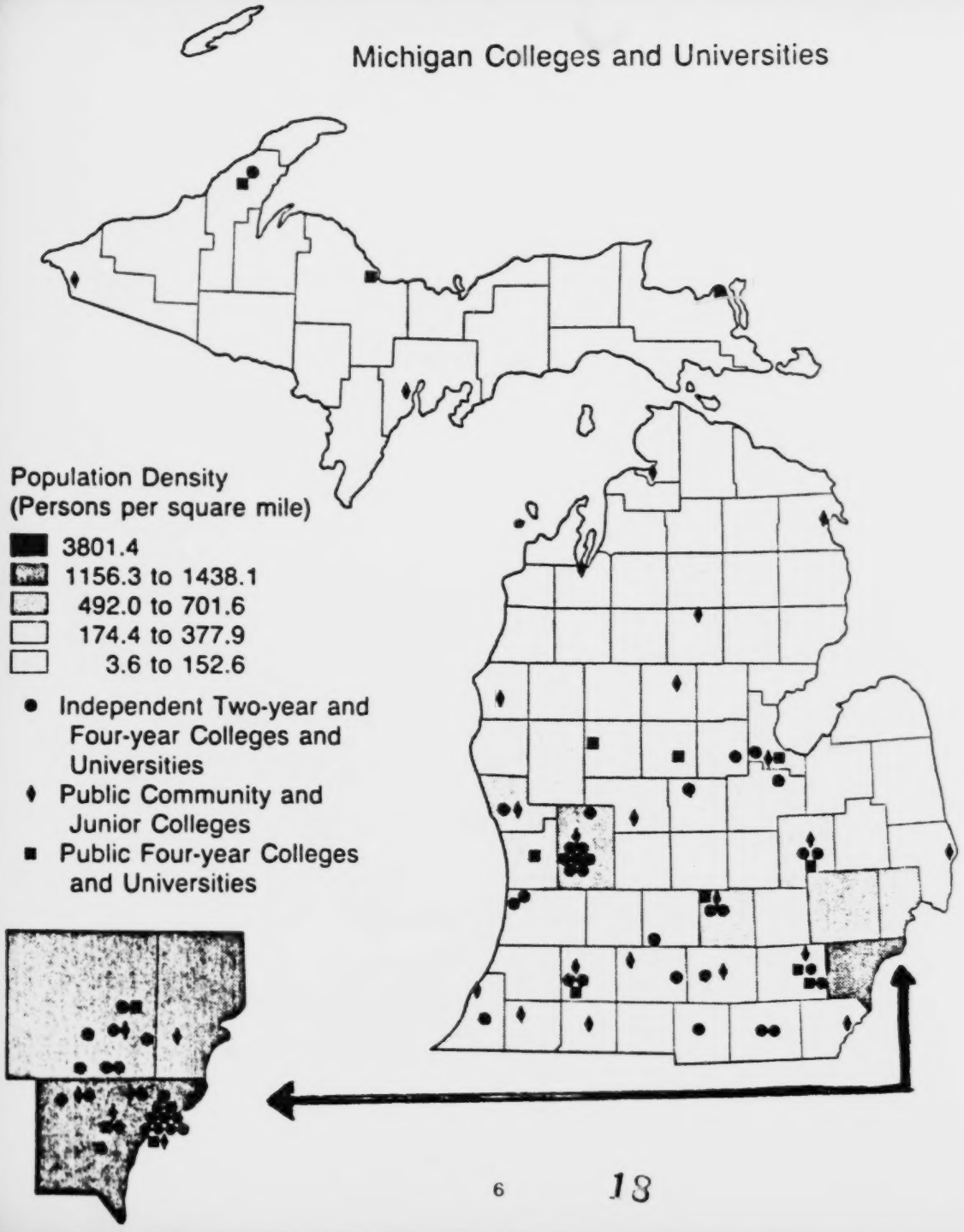
- Higher Education Management Services (HEMS) performs various higher education planning and coordination responsibilities and provides staff support for the State Board for Public Community and Junior Colleges, the Higher Education Facilities Authority, and the State Board Advisory Committee on Postsecondary Education. The major objectives of this program include administering federal vocational postsecondary programs; reviewing and recommending proposed new academic programs at public institutions; certification of training and education programs for veterans administration approval; reviewing proposed new collegiate institutions and revisions to existing charters; and, administering the Private Occupational Schools Act. HEMS also administers the Michigan Postsecondary Education Database System, the database on all postsecondary institutions, and collects data on enrollments, racial/ethnic characteristics, tuition, revenues, expenditures, etc.

- Student Financial Assistance Services (SFAS) assures equality of access to postsecondary education by administering programs providing financial assistance to students with limited family resources. Michigan residents may qualify for a state scholarship to be used at any college or university of Michigan, or a tuition grant to be used at private colleges. Activities include encouragement and coordination of lending agency participation in state-supported loan programs and the administration of the Direct Student Loan program, which provides loans to students who are unable to obtain them at a private institution.

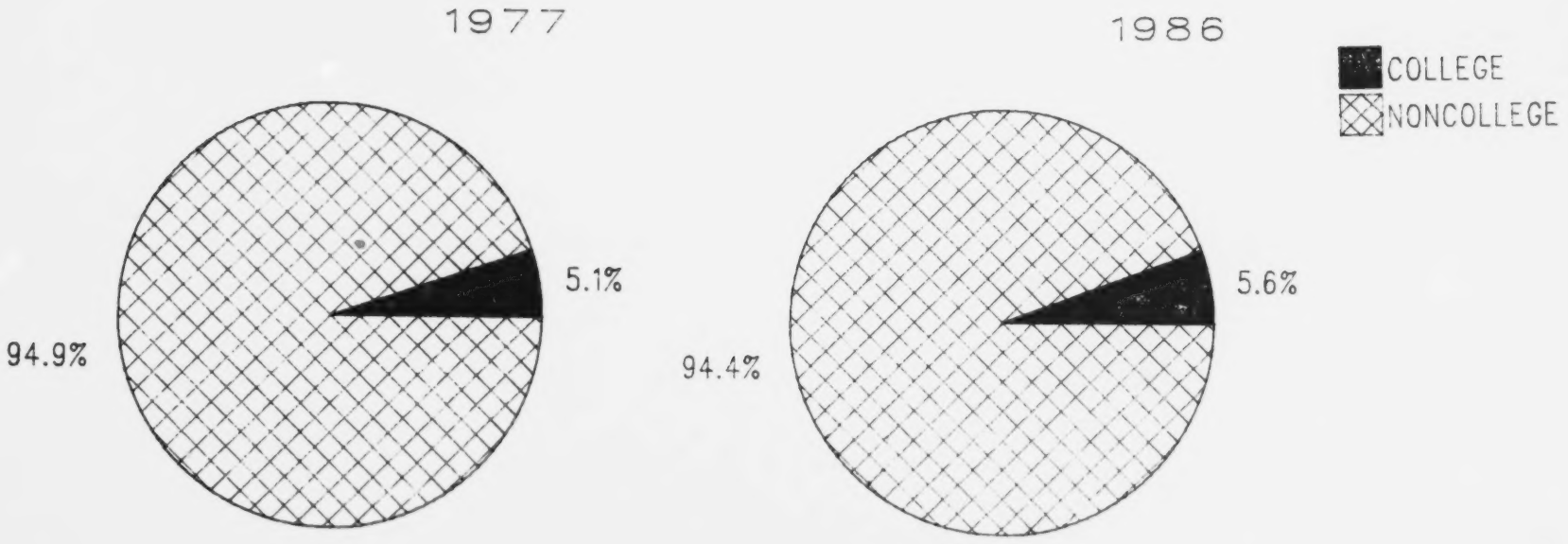
- Teacher Preparation and Certification Services administers the Teacher Certification Code and issues provisional, permanent, and continuing certificates to qualified candidates. The program issues teaching certificates and/or endorsements based on institutional recommendations, assures that certification recommendations from Michigan teacher institutions are correct, and determines if teacher personnel are appropriately assigned.

The U.S. Census counted more than nine million people living in Michigan in 1980. Of these, more than two-thirds resided in the southern half of the lower peninsula, in a belt composed of Standard Metropolitan Statistical Areas and cities of 25,000 population or more. The location of Michigan colleges and universities echoes the population density patterns identified in Census data.

SOURCE: U.S. Census, 1980


Michigan Colleges and Universities
Population Density
(Persons per square mile)
3801.4
1156.3 to 1438.1
492.0 to 701.6
174.4 to 377.9
3.6 to 152.6
Independent Two-year and Four-year Colleges and Universities
Public Community and Junior Colleges
Public Four-year Colleges and Universities

COLLEGE-GOING SHARE OF THE TOTAL POPULATION



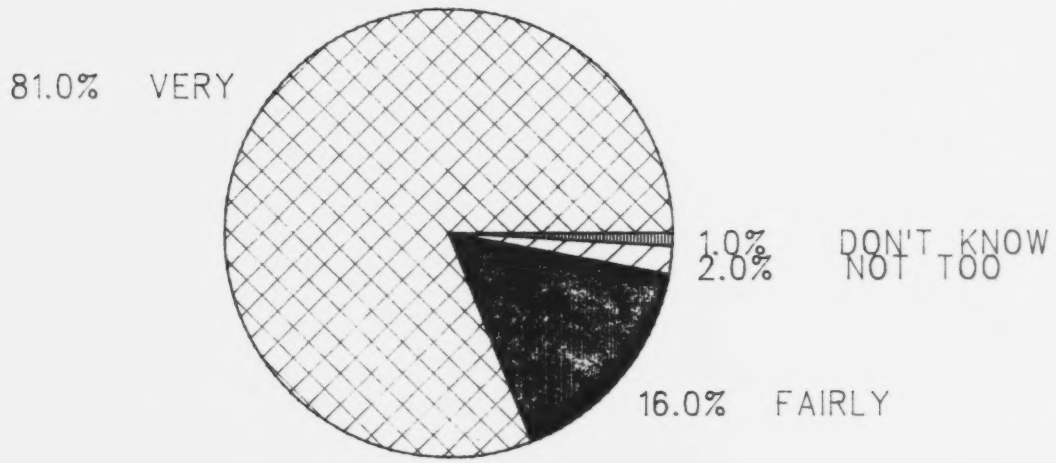
The college-going share of the Michigan population, aged 18 and above, has increased from 5.1% in 1977 to 5.6% in 1986. A recent update of the 1980 Census shows that Michigan has experienced a 12.6% decline in the traditional college-going age group which is not reflected in postsecondary enrollments. This suggests that postsecondary institutions are drawing on nontraditional college-going age groups.

SOURCE: U.S. Census, 1980 and Update

Michigan adults attach far greater importance to a college education than adults surveyed nationally. In 1987, 81% of the Michigan respondents believed that a college education is "very important" today. This attitude toward higher education has changed significantly since 1984, when three-fourths of the Michigan respondents believed that a college education was "very important" compared with 58% nationally.

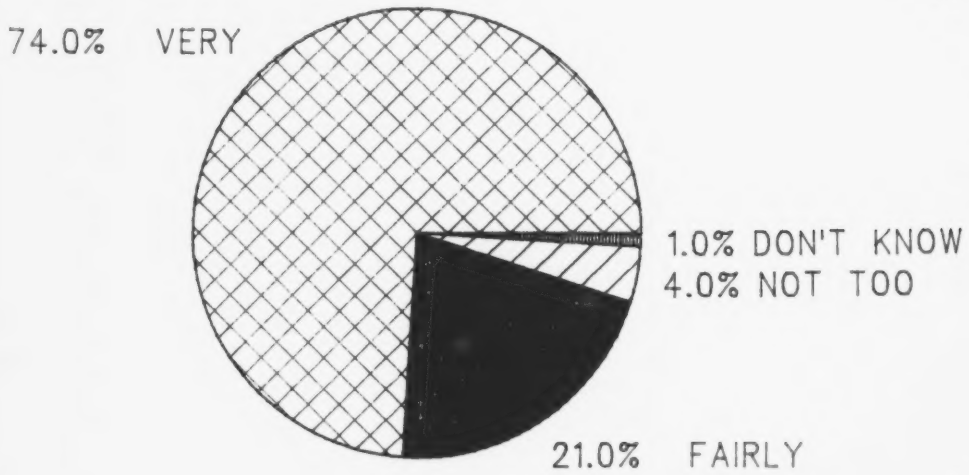
SOURCE: Opinions of Michigan Citizens about Postsecondary Education, May 1984
Opinions of Michigan Citizens about Community Colleges, March 1987

IS COLLEGE IMPORTANT?
1987 MICHIGAN DATA



IS COLLEGE IMPORTANT?

1984 MICHIGAN DATA



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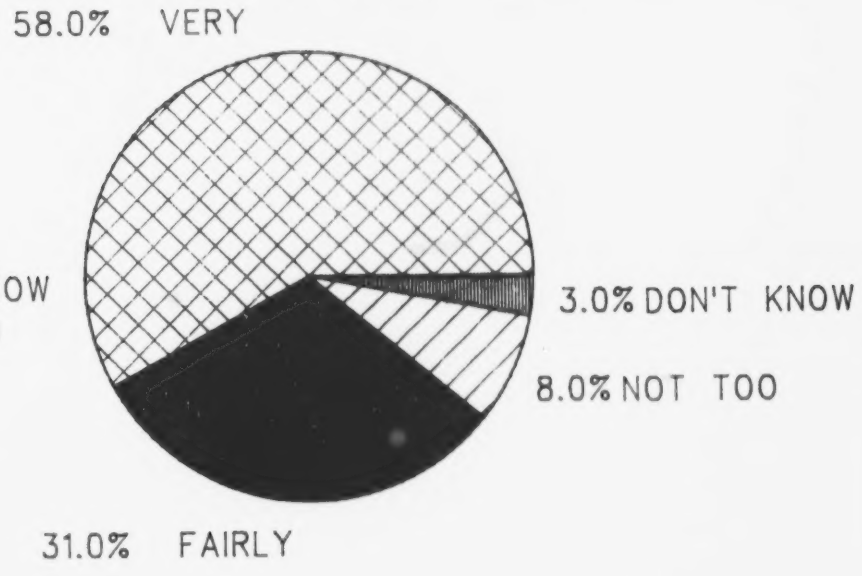
1984 NATIONAL DATA



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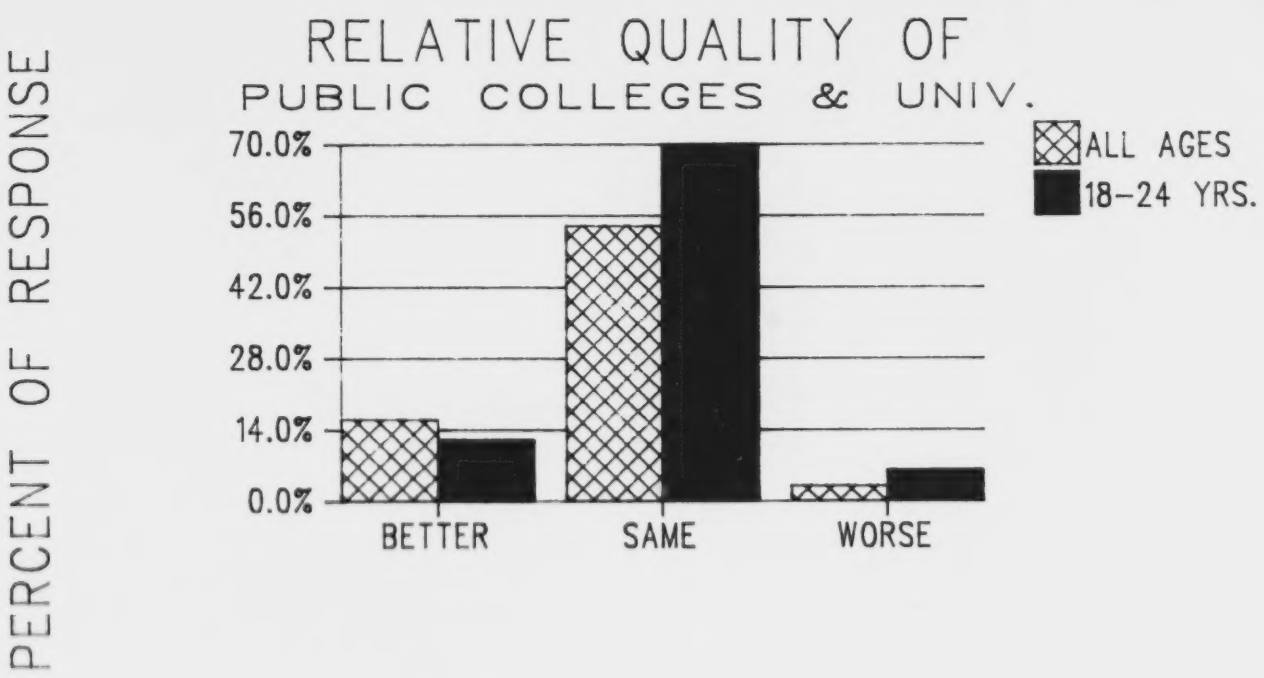
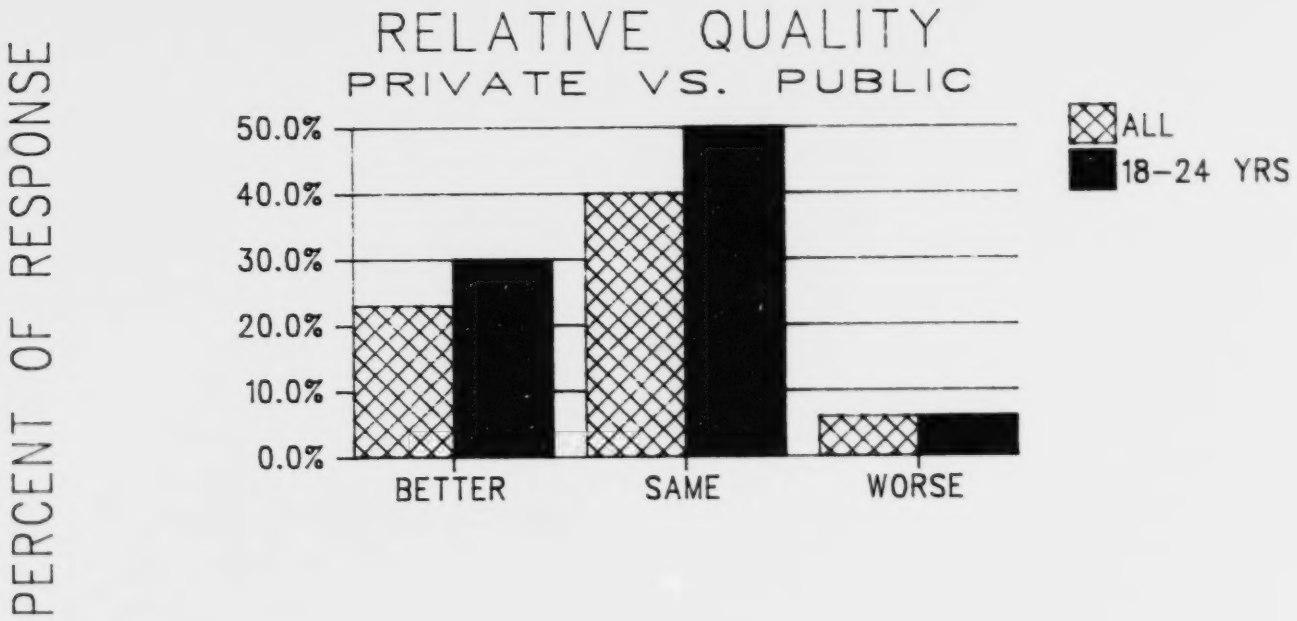


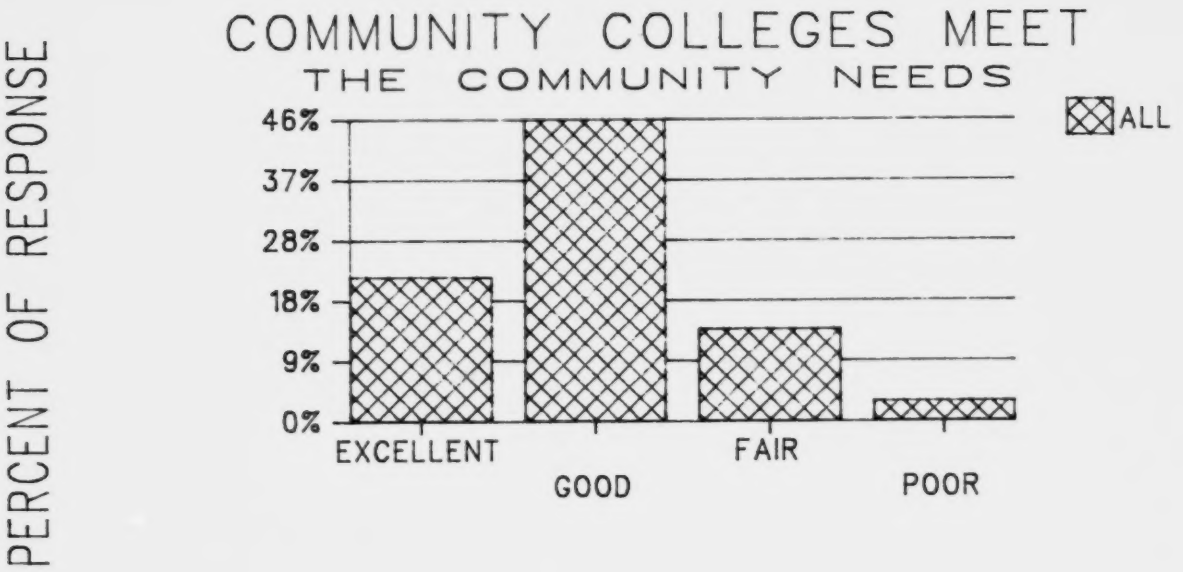
According to a recent poll, a large majority (70%) of Michigan residents thought the quality of instruction at a Michigan public college or university was about the same or better than the quality at similar institutions in other states. A much larger portion (83%) of the college-going age group (18 to 24 year olds) responded that the quality was the same or better than other states.

SOURCE: Opinions of Michigan Citizens about Postsecondary Education, May 1984



Forty percent of the Michigan respondents in a recent poll do not see any difference between the quality of instruction at a Michigan private college or university and a Michigan public college or university. Twenty-three percent indicated that they believed the quality of instruction at the private institutions is better than the public colleges. Among the traditional college-going age group, a higher percentage (30%) believed the quality of instruction at private colleges is better. However, a higher percentage also believed the quality to be "about the same".

SOURCE: Opinions of Michigan Citizens about Postsecondary Education, May 1984

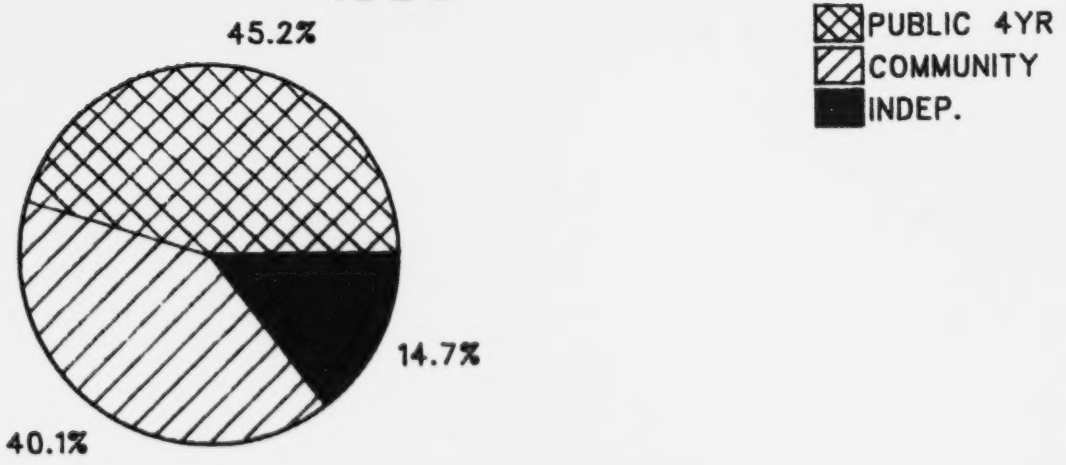


Sixty-six percent of the respondents in a recent public opinion poll believed that their community college did an "excellent" or "good" job meeting the educational needs of the community. Respondents were also asked to indicate which functions of the junior and community colleges were very important: 87% believed that it was very important for community colleges to provide academic training leading to a bachelor's degree, 83% believed it was very important to provide vocational/technical training, 73% believed it was very important to provide make-up instruction in basic skill areas and 60% believed they should provide community services.

SOURCE: Opinions of Michigan Citizens about Community Colleges, March 1987

STUDENTS

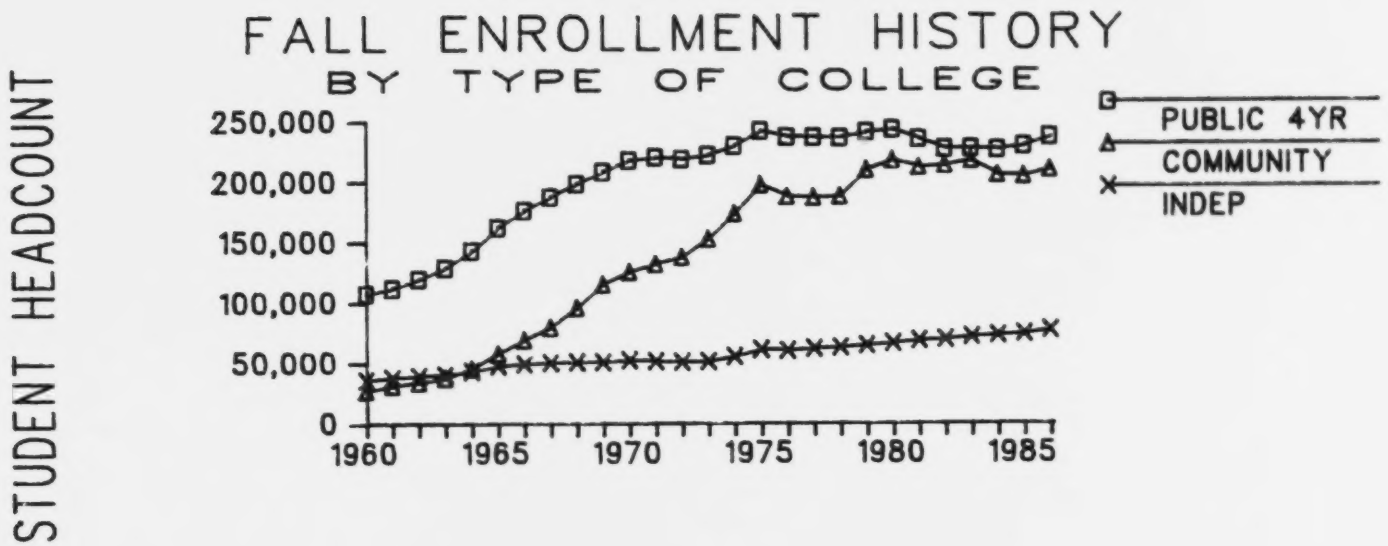
COLLEGE ENROLLMENT
1986



During the Fall of 1986, more than 522 thousand students enrolled in Michigan postsecondary institutions. Eighty-five percent of the students attending college enrolled in public community colleges (40.1%) and four-year colleges and universities (45.2%). National 1985 data are similar, showing that more than 80% of all undergraduate college students enrolled in public colleges, universities or community colleges. Across the nation, public four-year colleges enrolled twice as many undergraduate students as did independent colleges. In Michigan, 15% of all students enrolled in an independent college or university, less than half the number of students enrolled in public four-year colleges and universities.

In addition to the students at degree-granting colleges, an estimated 210,000 Michigan students enrolled for a course of study at a private occupational school during 1985-86.

SOURCE: American Council on Education Factbook, 1986-87, based on HEGIS and Fall IPEDS Data



Enrollments in Michigan colleges and universities have grown dramatically since 1960, when all institutions together enrolled 171,285 students. By Fall of 1986, 523,020 students enrolled at a degree-granting college or university. Within that trend of overall growth are three distinct patterns of change. The public four-year colleges enrolled the largest number of students throughout that period, with the greatest enrollment increase from the mid-1960's to 1975. The community colleges accounted for the fewest students in 1960 but grew dramatically from 1965 until 1976, approaching the same enrollment as the public four-year colleges. The independent colleges continue to grow steadily.

SOURCE: HEGIS/IPED Fall Enrollment Reports

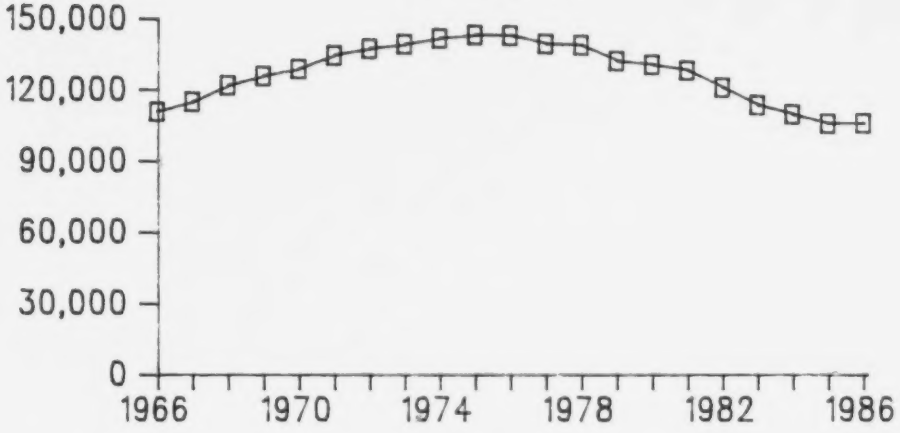
Census updates in 1985 show that, while the United States as a whole had 6.9% fewer individuals aged 15-24 than in 1980, Michigan experienced a 12.6% decline in that age group.

This dramatic decline in the traditional college age group has not severely affected college enrollments for a number of reasons. More of the young adult population has completed high school than in the past, despite the over-all decline in K-12 enrollments. In addition a larger percentage of high school students, plan to attend college than in the past. In Michigan, the percentage of students ranked in the top quarter of their high school class who do not plan to attend college declined from 22% in 1976 to 13% in 1985. The percentage of all high school graduates who have no postsecondary plans also declined, from 52% to 45.6%, in the same period.

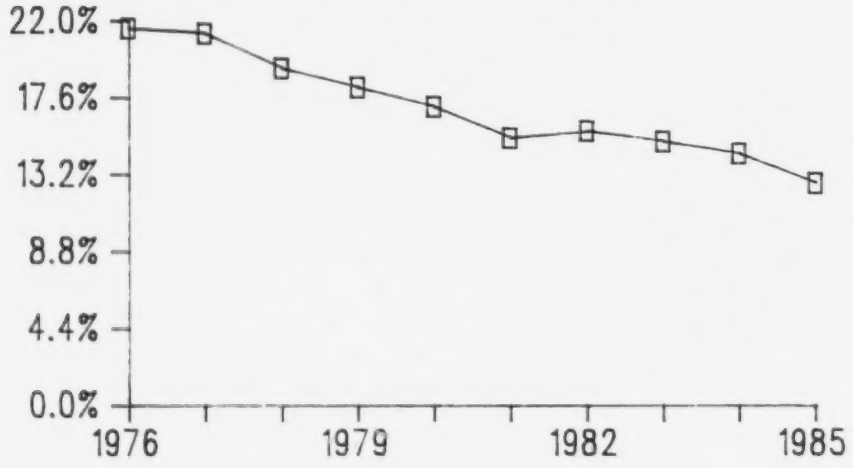
SOURCE: U.S. Census, 1980
Bureau of Census Current Population #998, 1986
Report on Educational Plans of Michigan High School Students, 1985, Student Financial Assistance Services, January 1987

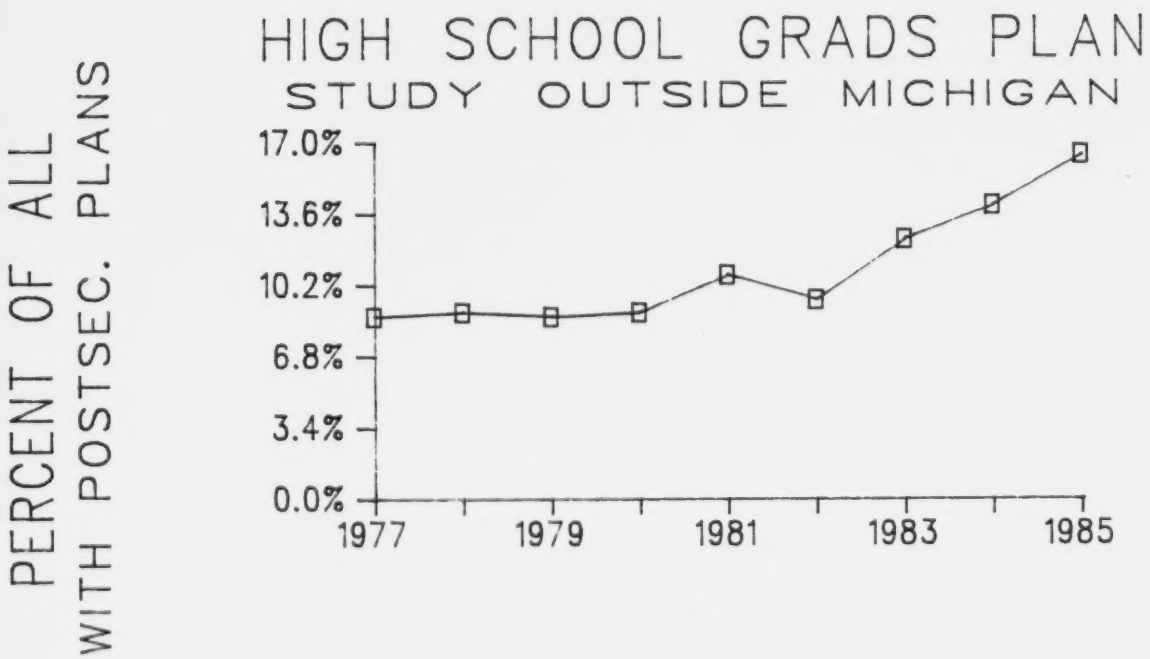
PERCENT OF GRADUATE STUDENT HEADCOUNT

HIGH SCHOOL GRADUATES
HISTORY



TOP QUARTER GRADS WITH
NO POSTSECONDARY PLANS



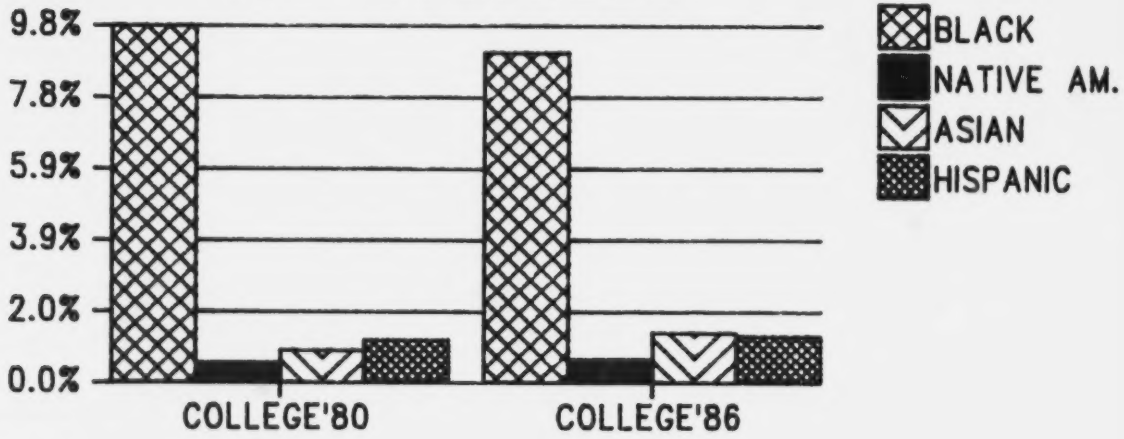


Of all the high school graduates who plan to go on to college, a higher percentage planned to study out-of-state (almost 17%) in 1985 compared with the percentage planning to study out-of-state in 1977 (less than 10%).

SOURCE: Report on Educational Plans of Michigan High School Students, 1985, Student Financial Assistance Services, January 1987

MINORITY REPRESENTATION

ALL COLLEGES



The proportion of Blacks in colleges declined somewhat from 9.8% in 1980 to 9.1% in 1986. The proportions of Hispanics, Asians and Native Americans each increased slightly.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1986 IPEDS, Fall Enrollment Report

Minority enrollments as a proportion of total student enrollment in Michigan colleges and universities declined somewhat from 1980. Enrollment trends vary depending upon the racial/ethnic category examined and the type of institution attended. In 1980, minority enrollments, excluding Non-resident Aliens, were 9.6% of total enrollments in public colleges and universities, 15% of enrollments in community colleges and 15.4% of enrollments in independent colleges. In 1986, minority enrollments were 10.5% of public college and university enrollments, 13.6% of community college enrollment and 14.9% of independent college enrollments.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1986 IPEDS, Fall Enrollment Report

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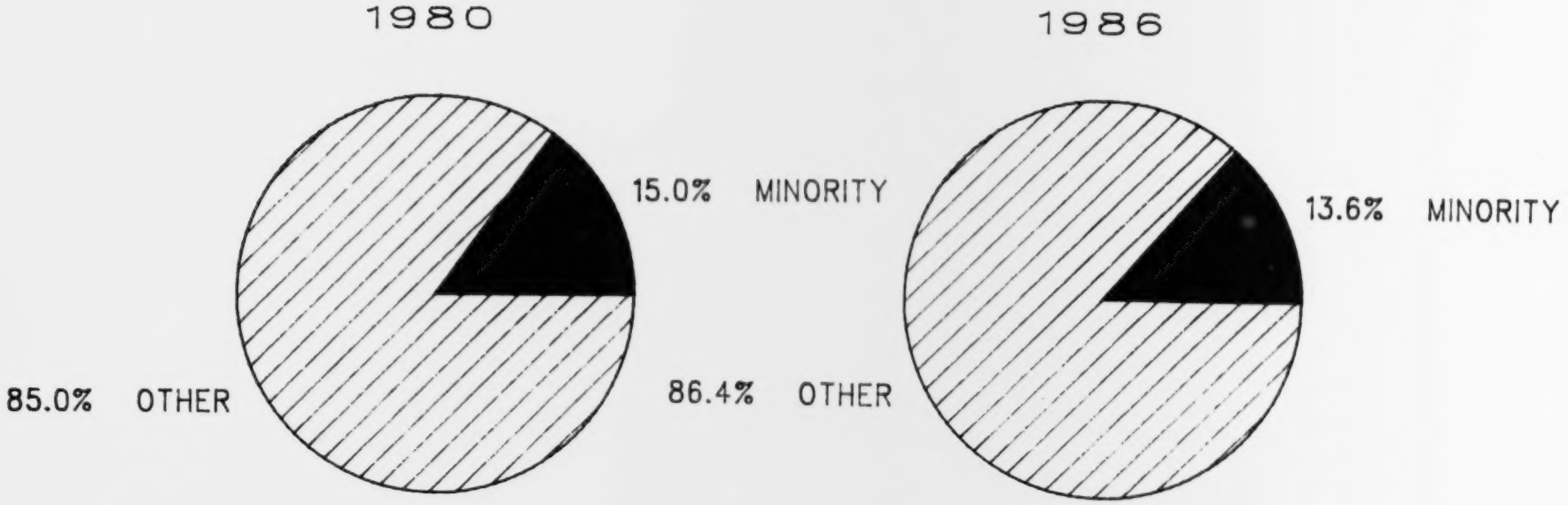
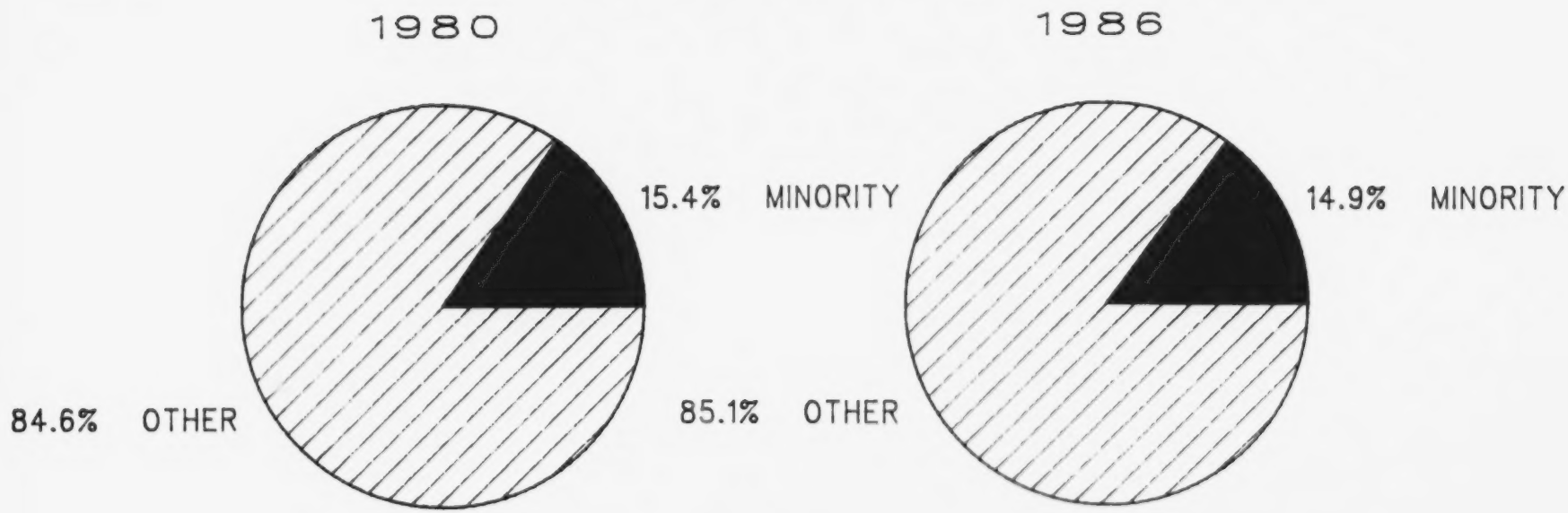
MINORITY ENROLLMENT:
PUBLIC FOUR-YEAR

MINORITY ENROLLMENT:
COMMUNITY COLLEGES



MINORITY ENROLLMENT:
INDEPENDENT COLLEGES



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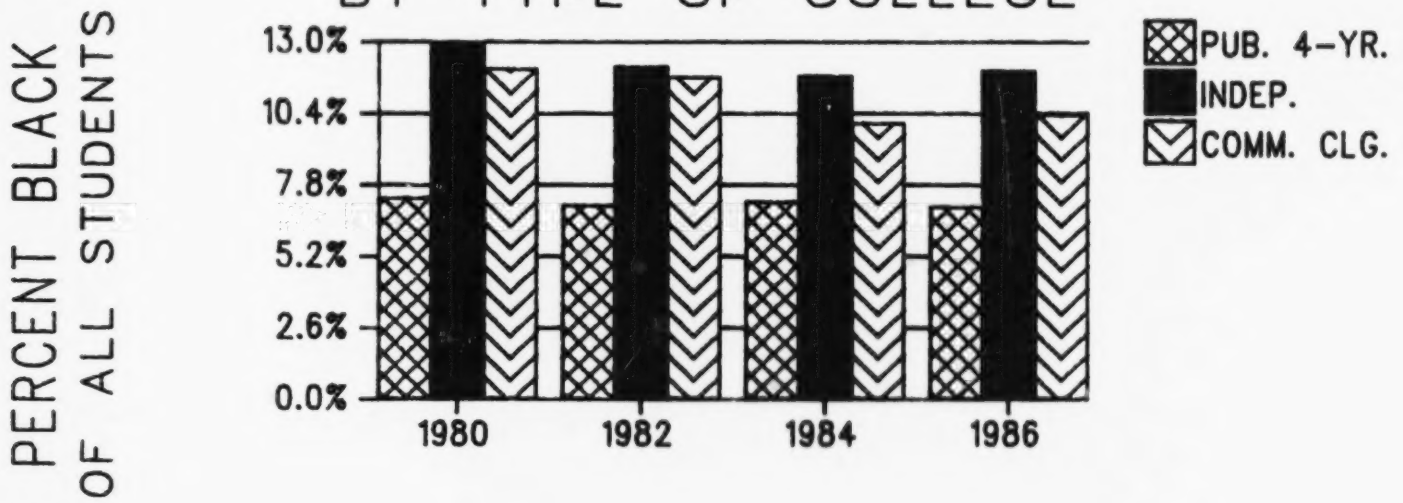
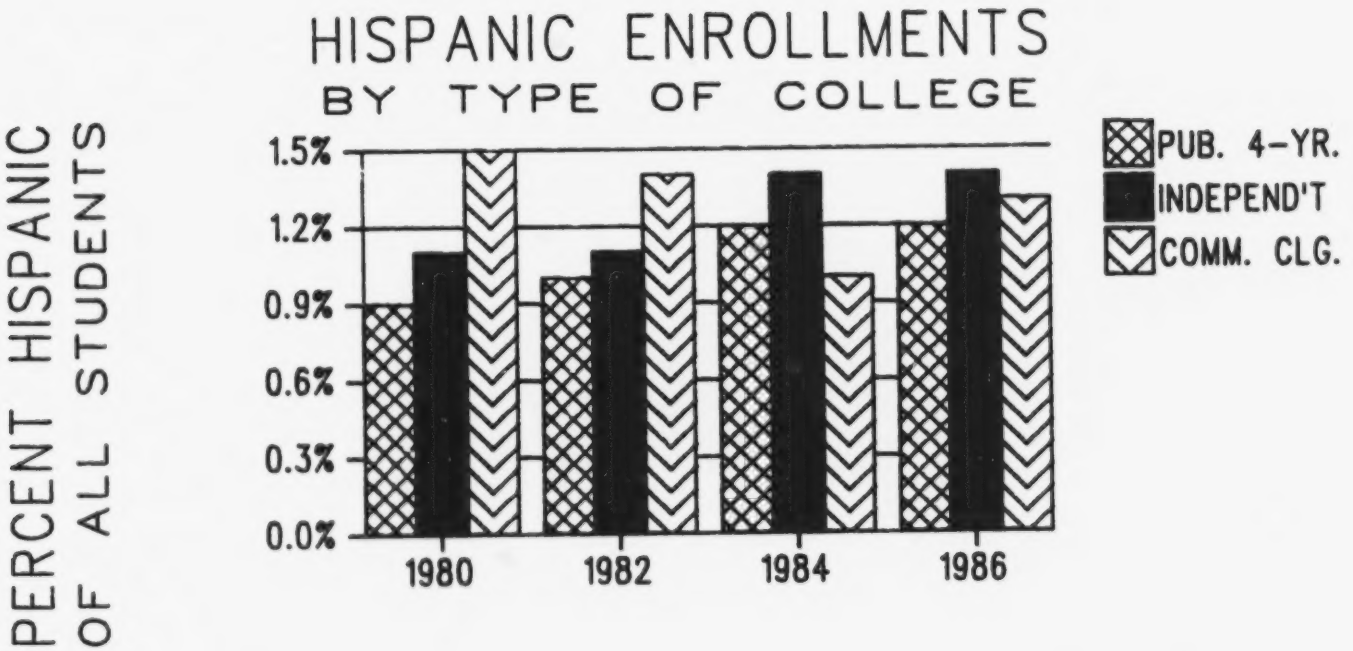
BLACK ENROLLMENT HISTORY
BY TYPE OF COLLEGE



In 1980, Black students were best represented in independent colleges (13%) and in community colleges (12%). However, Black enrollments as a percentage of all enrollments declined about 1% in these institutions by 1986. Public four-year colleges and universities had a lower overall percentage of Black students than the other colleges and experienced a decline from 7.3% of all students in 1980 to 7% in 1986.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1986 IPEDS, Fall Enrollment Report



Hispanic college enrollment percentages rose slightly from 1980 to 1986, with increases in the independent and public four-year college sectors outweighing a decline in the representation of Hispanic students at the community colleges. By 1986, 1.3% of college students were Hispanic, coming close to the population estimate that Hispanics constituted 1.5% of the population over age 16 in 1980.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1980 U.S. Census
1986 IPEDS, Fall Enrollment Report

Part-time students are undergraduates enrolled for fewer than 12 credits and graduate students enrolled for fewer than 8 credits in fall term.

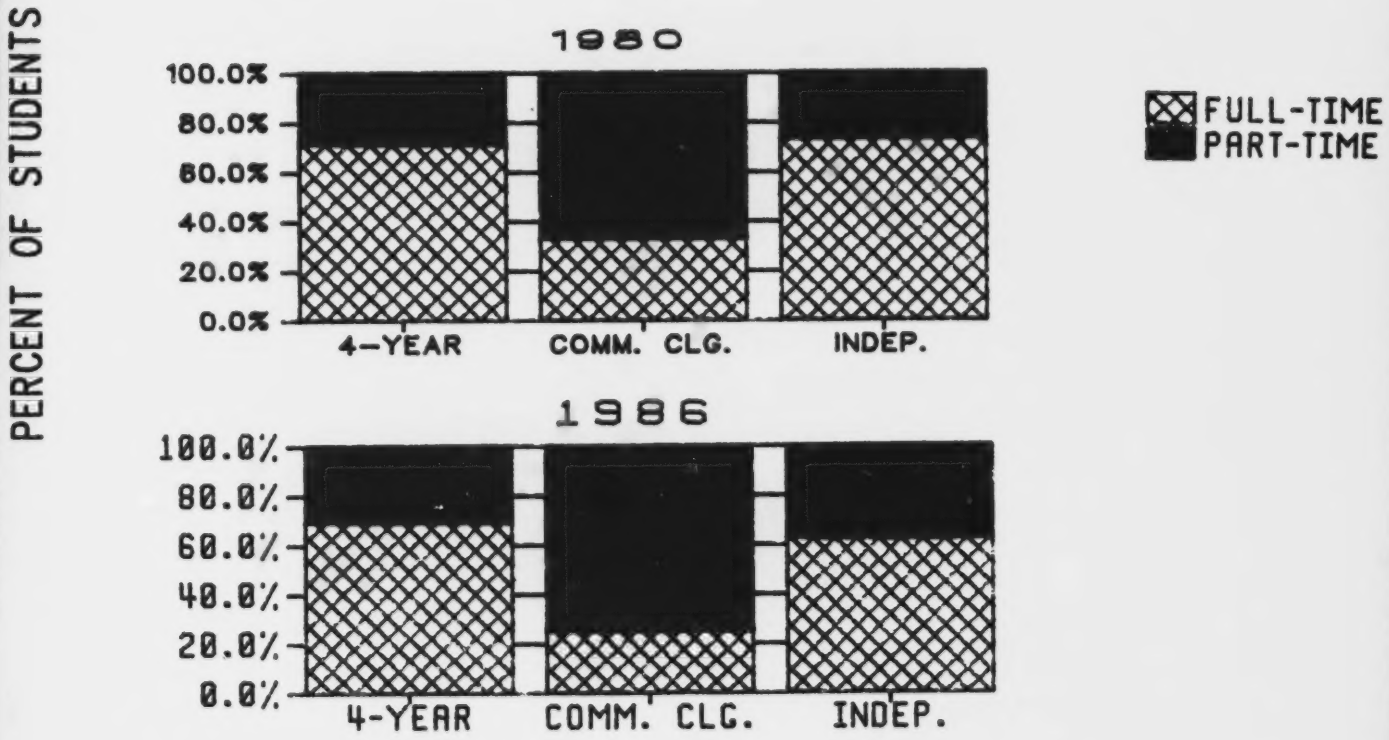
Part-time students accounted for almost half the fall enrollment at Michigan institutions in recent years. By sector, part-time students predominate in community colleges, but public four-year and independent college enrollments include many part-time students as well. The part-time student percentage of each sector has risen somewhat since 1980, with least increase at the public four-year colleges and much more increase in part-time students at community colleges and independent colleges. Part-time students are not concentrated at a few colleges in each sector, but are found in most institutions, as indicated by the median percentage of part-time by sector. Colleges vary considerably in their part-time enrollment.

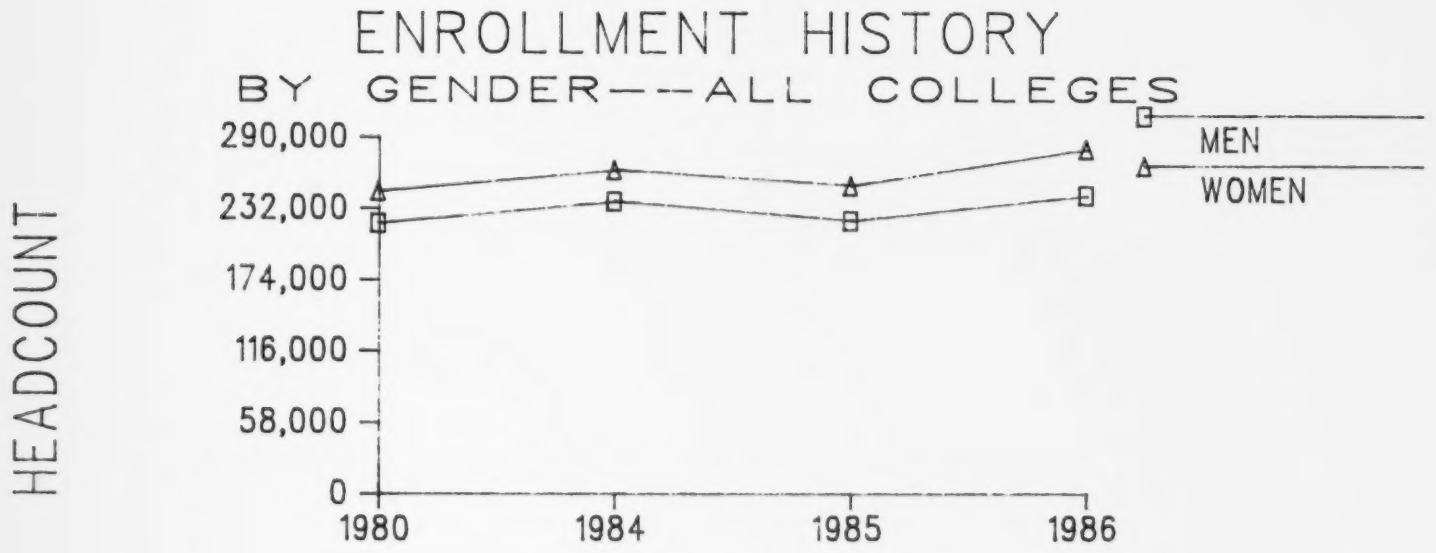
By 1986, the fifteen public four-year colleges had reached a median of 35% part-time students in their headcount totals, very close to the part-time proportion of all students in the sector. At the independent colleges, the median part-time headcount was 28% of the total. Since almost 40% of independent college students are part-time this low median shows that some institutions enroll considerably more part-time students, while most independent colleges enroll fewer part-time students than do public four-year colleges. Among community colleges, the median college counted 68% part-time of its total fall headcount, while almost 80% of all community college students enroll part-time.

For the United States as a whole, 63 % of two-year college enrollments were part-time students in 1985, compared to 21% part-time at public and independent four-year colleges and universities.

SOURCE: 1986 IPEDS, Fall Enrollment Report
College Board Annual Survey, 1986

PART-TIME ENROLLMENT
BY TYPE OF COLLEGE

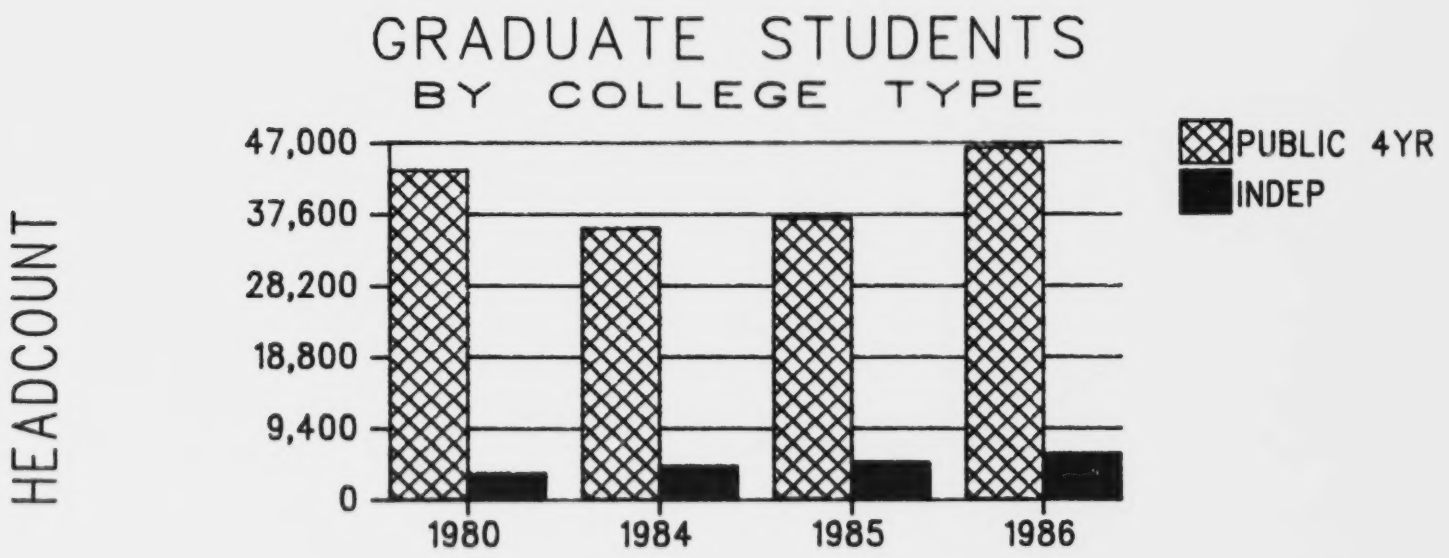




Gender patterns in enrollment at Michigan colleges and universities have been very steady from 1980 to 1986. In 1986, as in 1980, more women than men attended Michigan colleges. Women outnumbered men at the public four-year colleges and universities, at both graduate and undergraduate levels, at the community colleges and at the independent colleges.

This gender pattern is typical of the United States as a whole: women constituted 51% of all four-year undergraduate enrollments and 54% of two-year college enrollments. However, 52% of the nation's graduate students were male in 1984, while Michigan has a slight female majority at the graduate level.

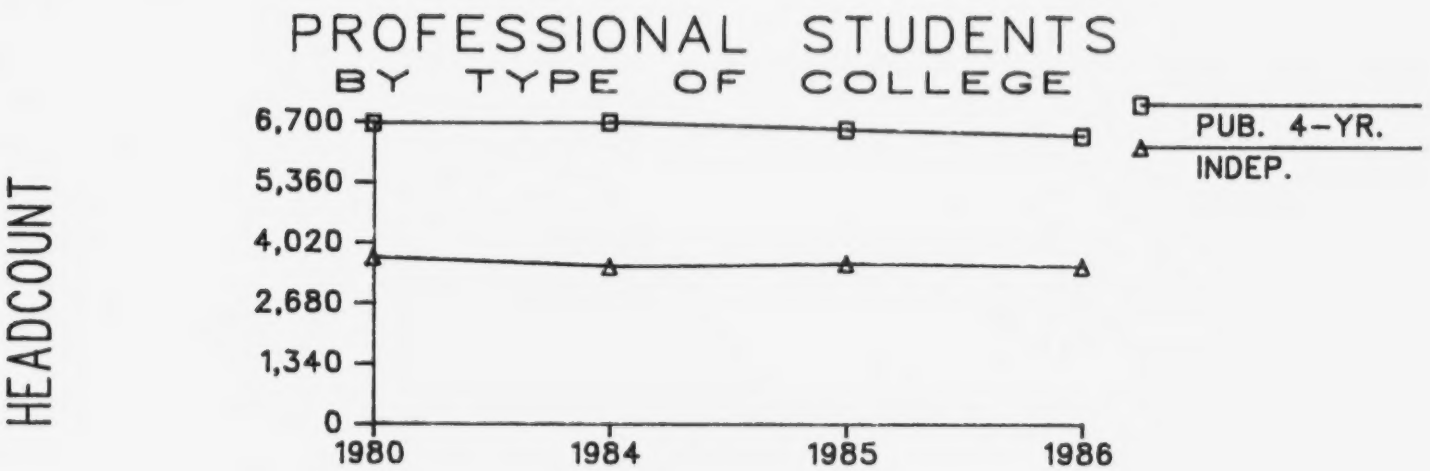
SOURCE: American Council on Education Factbook, 1986
College Board Annual Survey, 1986
IPEDS Fall Enrollment Survey, 1986



Across the United States, there were more than one million graduate students enrolled in colleges and universities in the Fall of 1984. Graduate students are defined as those who hold the bachelor's or first professional degree and are working towards a master's or doctor's degree. Almost 700,000 of those students were enrolled in public institutions, while 400,000 were at independent colleges.

Michigan colleges enrolled over 40,000 graduate students in 1985, giving Michigan an eighth place ranking in the nation in graduate student enrollment. Michigan's enrollment of graduate students declined by about 10% between 1975 and 1984, but has risen since then. In 1986, public four-year colleges in Michigan experienced a 25% increase in graduate enrollments over the 1985 numbers.

SOURCE: American Council on Education Factbook, 1986-87, based on HEGIS data
1986 IPEDS, Fall Enrollment Report



Michigan enrolls approximately 10,000 students per year in first-professional post-baccalaureate programs. First-professional students are defined as those in programs leading to a first-professional degree, which is a prerequisite to licensure, in the fields of dentistry, chiropractic, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology and veterinary medicine. In Michigan, all the medical, osteopathic, veterinary and optometry students are enrolled in public four-year colleges, while all theology students are enrolled in independent colleges. The numbers of students in first-professional programs at both public and independent colleges have remained steady in this decade, as new programs are infrequent and existing programs are not expanding.

SOURCE: HEGIS, Fall Enrollment Reports
1986 IPEDS, Fall Enrollment Reports

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61

The accompanying enrollment maps show, for each public four-year college, the numbers of in-state students, out-of-state students and foreign students. The county of origin of Michigan students is indicated for the five counties sending the greatest number of students to each college. As well, a county is marked if it sent 10% or more of its total number of public four-year college students to a given college in Fall, 1986.

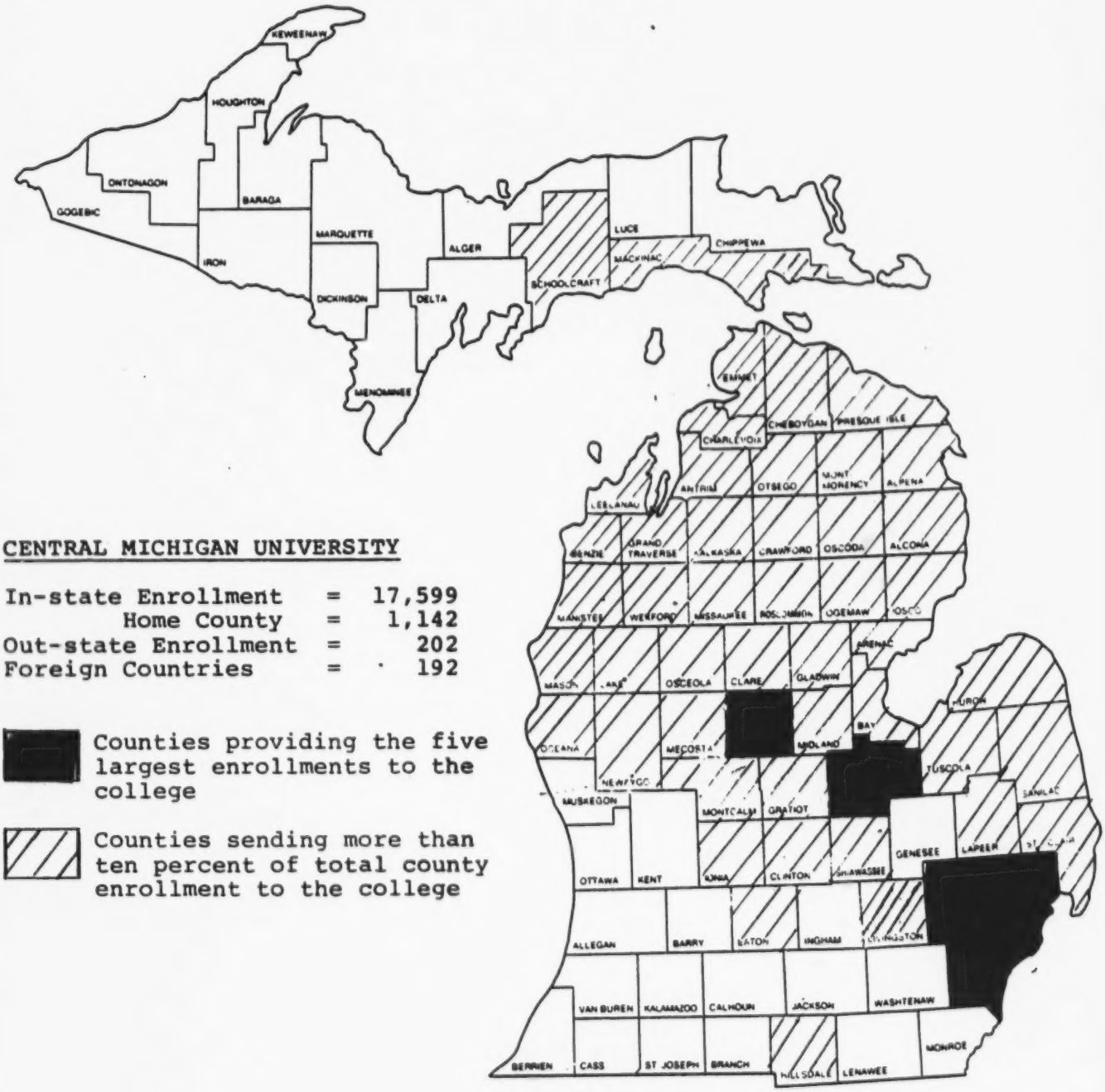
The public four-year colleges enroll students from all regions of the state, as well as from other states and foreign countries. Data for Fall of 1986 show that a few institutions drew students from more counties than the ones adjacent to them. Another group of institutions enrolled students mostly from one broad region of the state. The remaining public four-year institutions served their home county and one or two others.

Three counties with large populations provided the majority of students to most of the public four-year colleges. Wayne County accounted for 21%, Oakland for 16% and Macomb for 8% of all Michigan's public four-year college students in 1986.

SOURCE: 1986 Higher Education Management Services

62

63



CENTRAL MICHIGAN UNIVERSITY

In-state Enrollment	=	17,599
Home County	=	1,142
Out-state Enrollment	=	202
Foreign Countries	=	192

Counties providing the five largest enrollments to the college

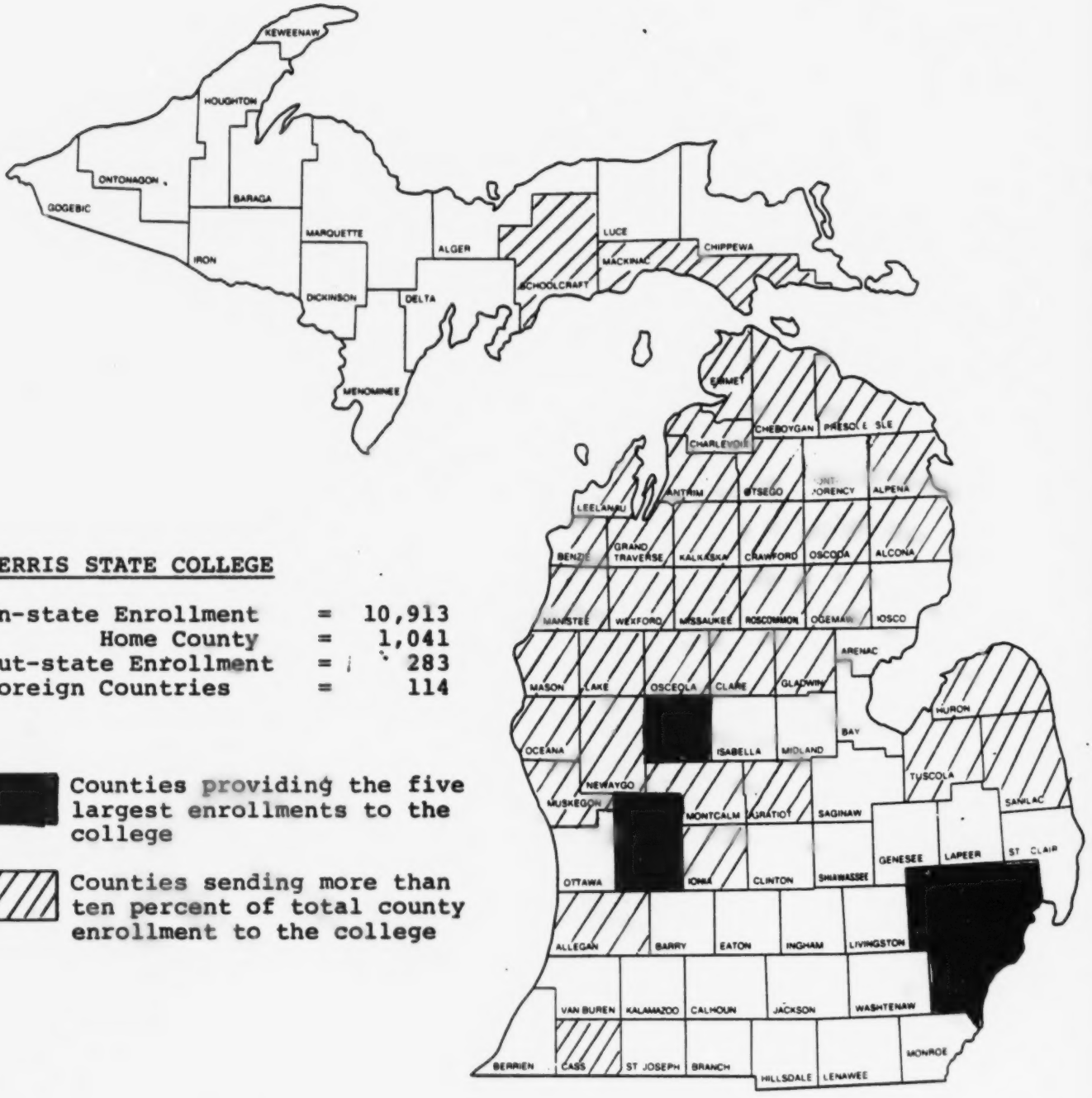
Counties sending more than ten percent of total county enrollment to the college

EASTERN MICHIGAN UNIVERSITY

In-state Enrollment	=	19,206
Home County	=	5,290
Out-state Enrollment	=	903
Foreign Countries	=	1,240

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

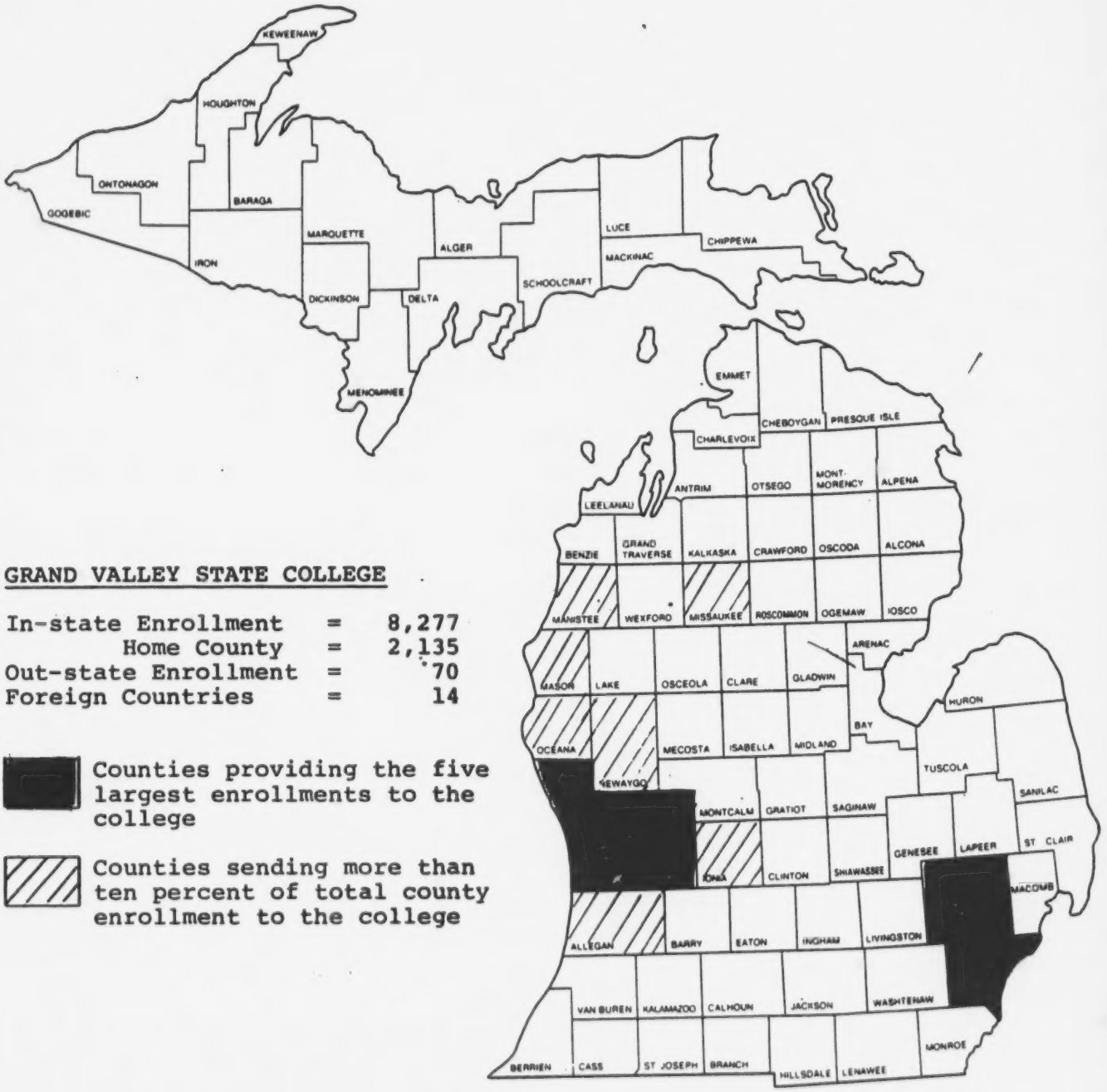


FERRIS STATE COLLEGE

In-state Enrollment	=	10,913
Home County	=	1,041
Out-state Enrollment	=	283
Foreign Countries	=	114

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

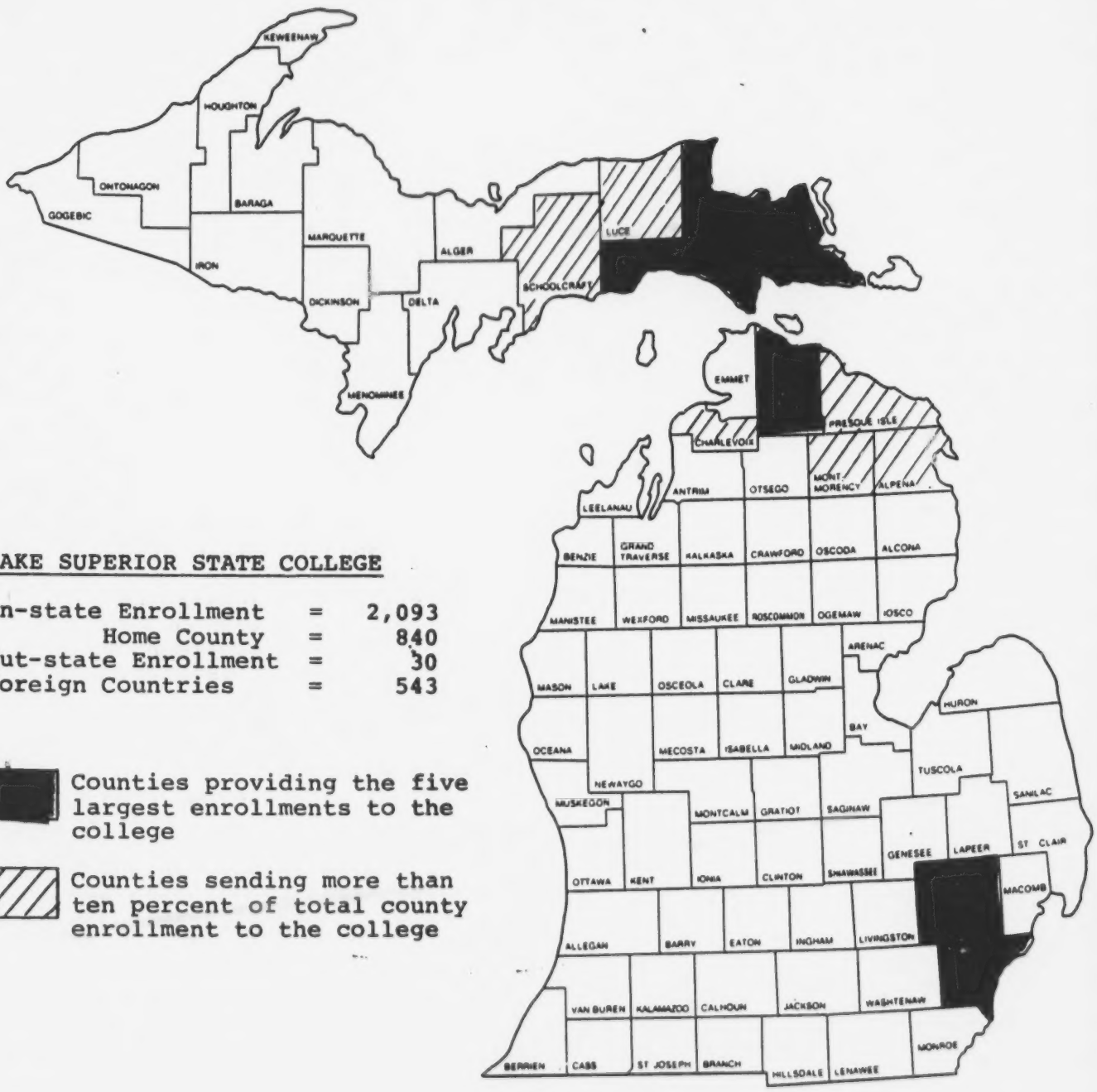


GRAND VALLEY STATE COLLEGE

In-state Enrollment	=	8,277
Home County	=	2,135
Out-state Enrollment	=	70
Foreign Countries	=	14

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

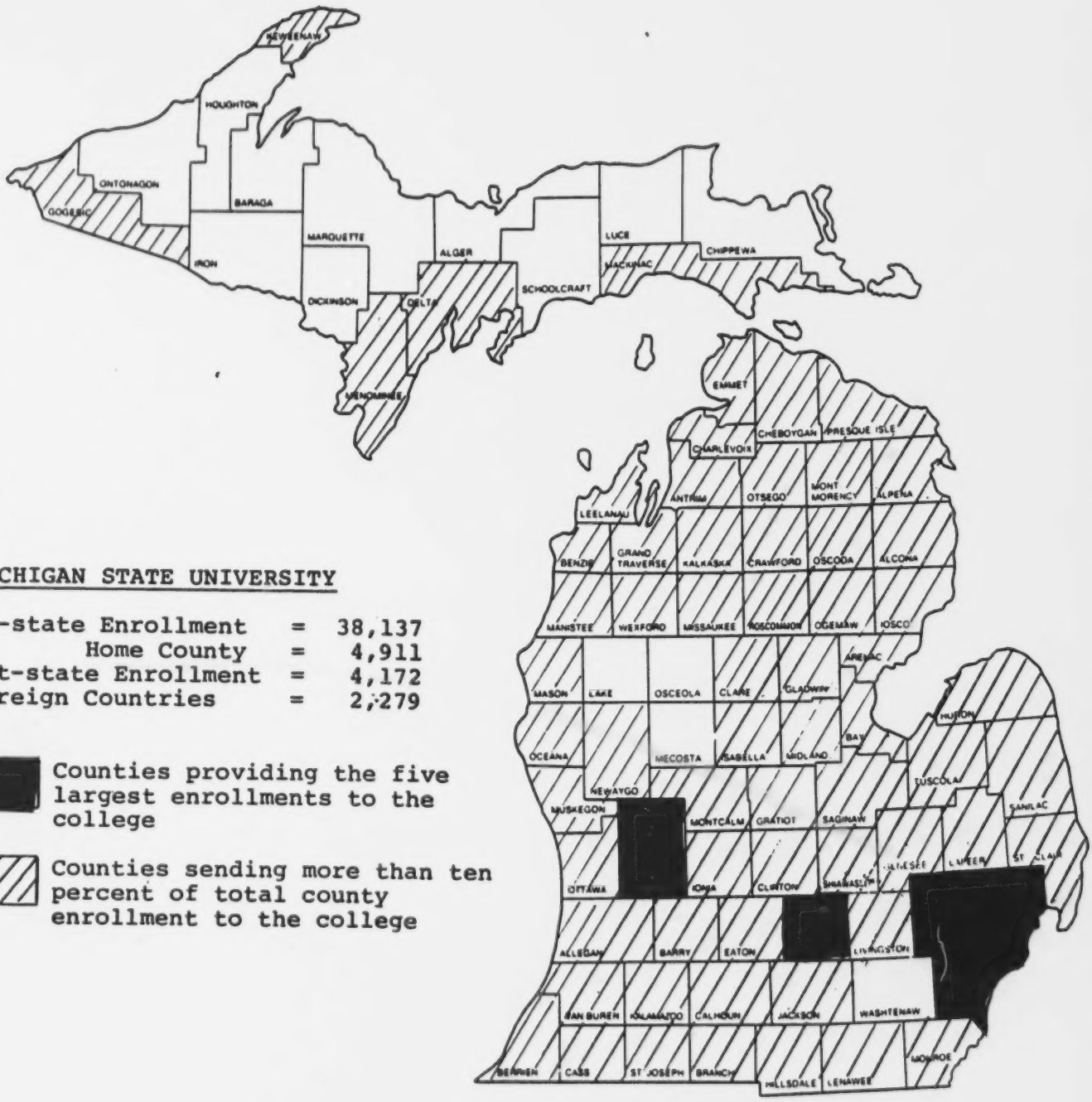


LAKE SUPERIOR STATE COLLEGE

In-state Enrollment	=	2,093
Home County	=	840
Out-state Enrollment	=	30
Foreign Countries	=	543

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

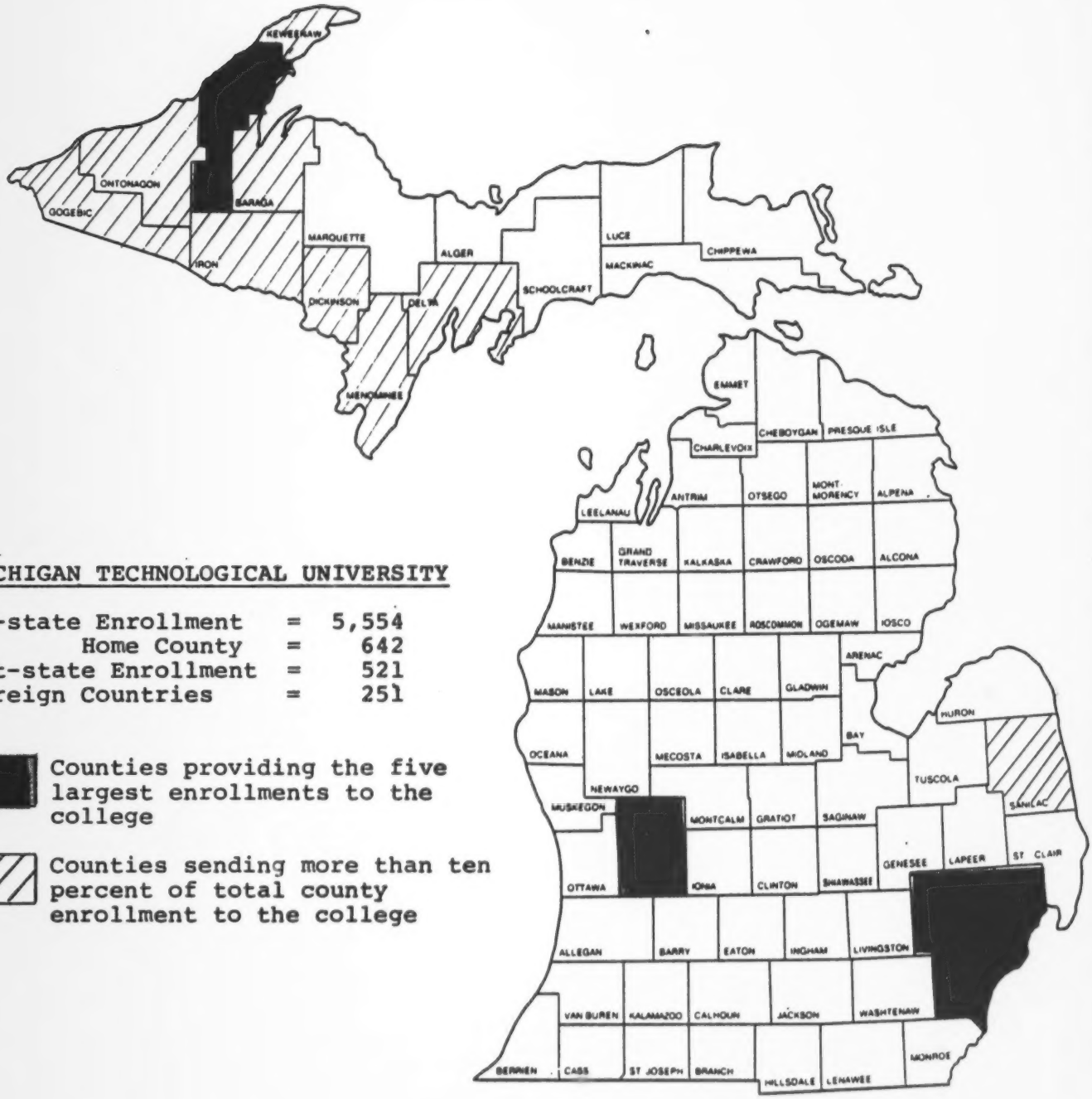


MICHIGAN STATE UNIVERSITY

In-state Enrollment	=	38,137
Home County	=	4,911
Out-state Enrollment	=	4,172
Foreign Countries	=	2,279

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

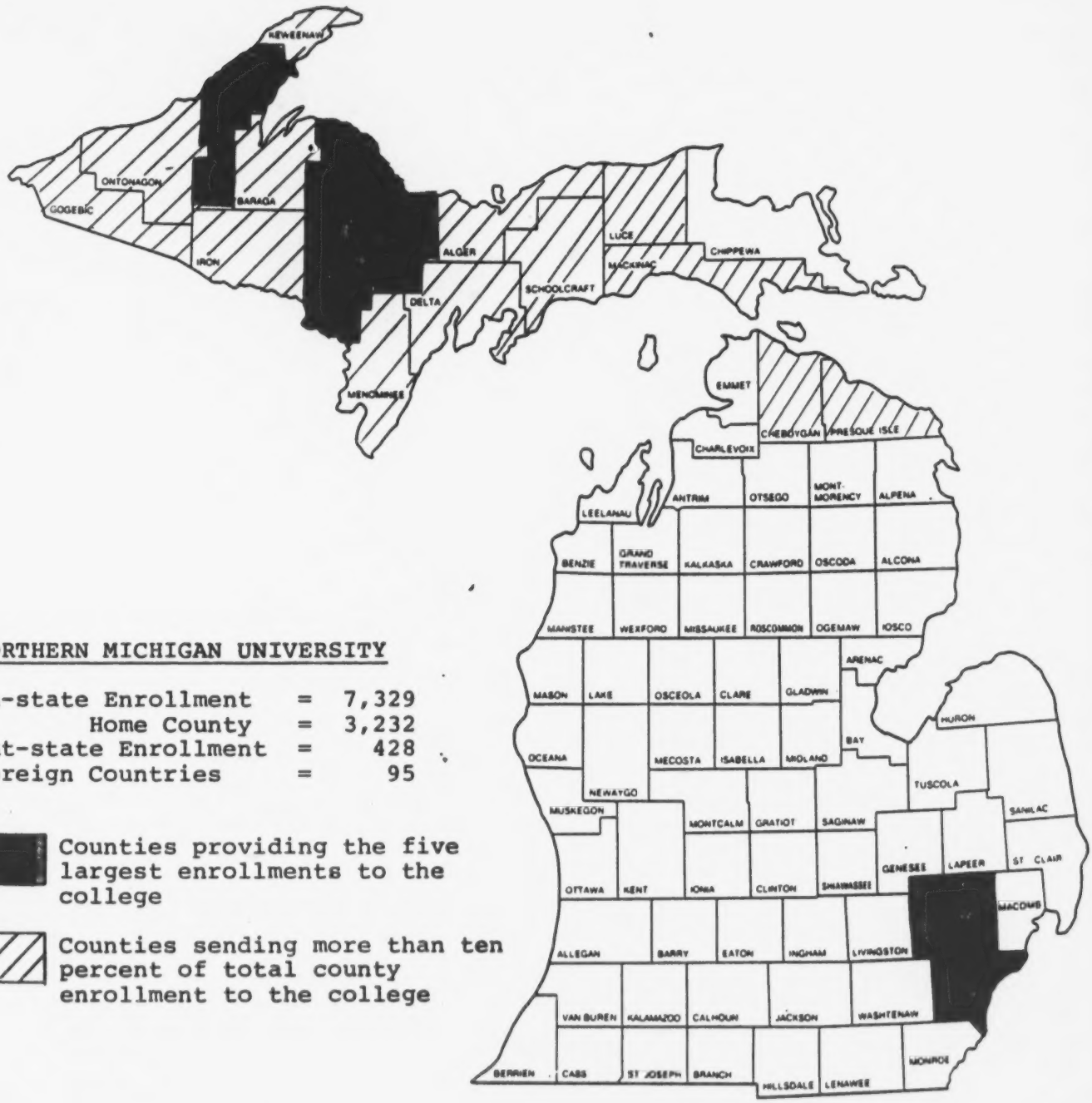


MICHIGAN TECHNOLOGICAL UNIVERSITY

In-state Enrollment	=	5,554
Home County	=	642
Out-state Enrollment	=	521
Foreign Countries	=	251

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

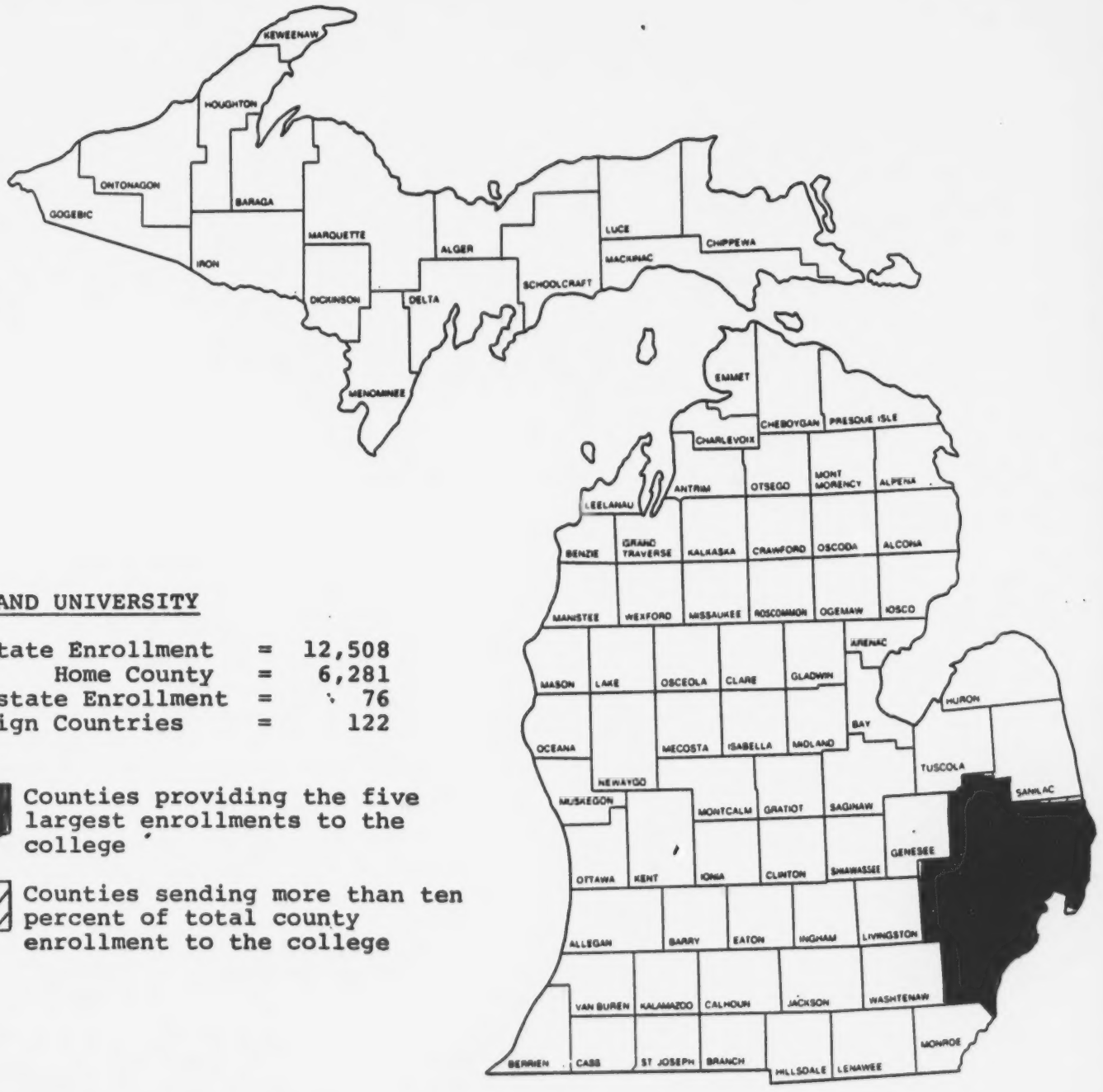


NORTHERN MICHIGAN UNIVERSITY

In-state Enrollment	=	7,329
Home County	=	3,232
Out-state Enrollment	=	428
Foreign Countries	=	95

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

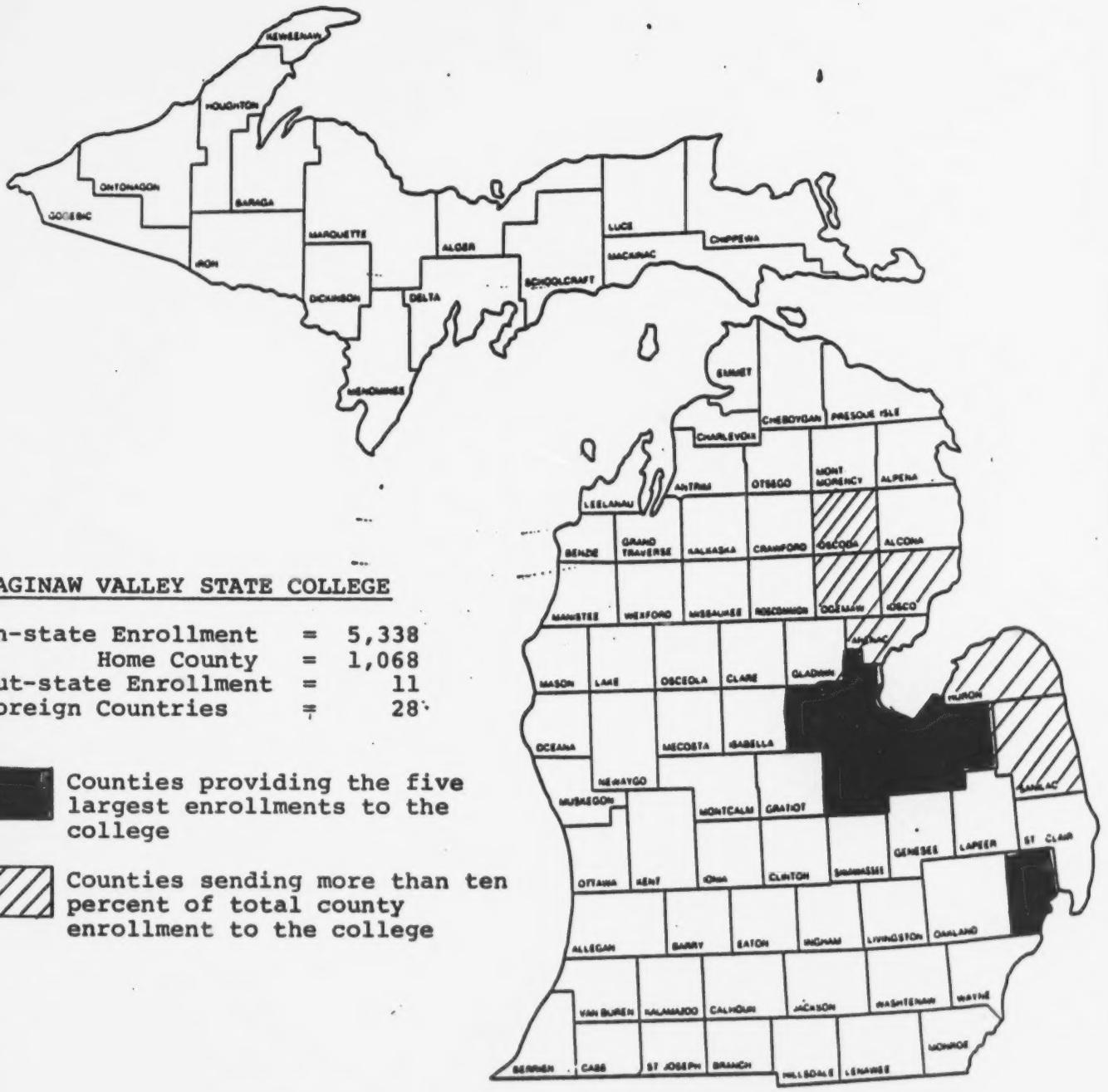


OAKLAND UNIVERSITY

In-state Enrollment	=	12,508
Home County	=	6,281
Out-state Enrollment	=	76
Foreign Countries	=	122

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

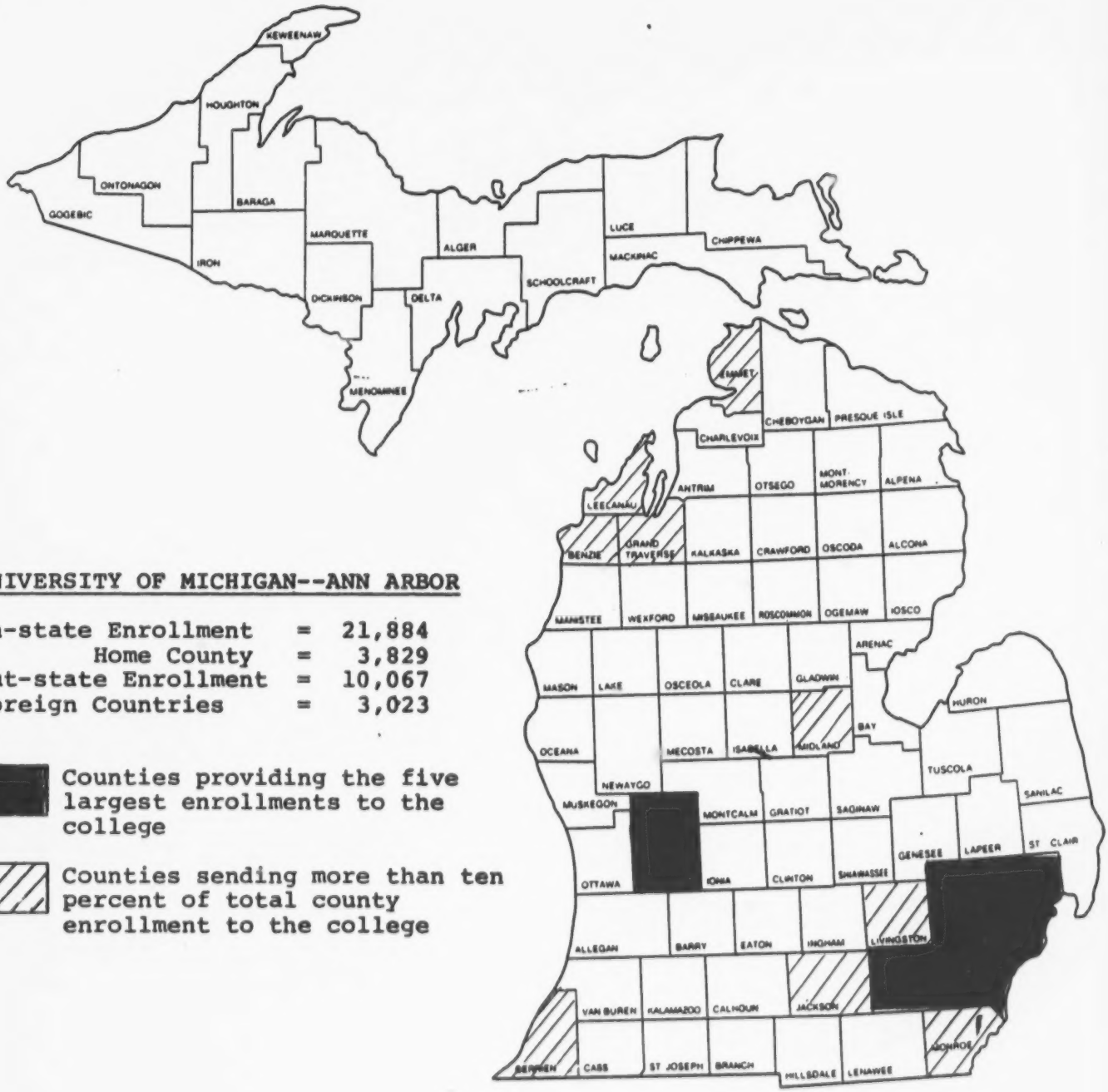


SAGINAW VALLEY STATE COLLEGE

In-state Enrollment	=	5,338
Home County	=	1,068
Out-state Enrollment	=	11
Foreign Countries	=	28

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

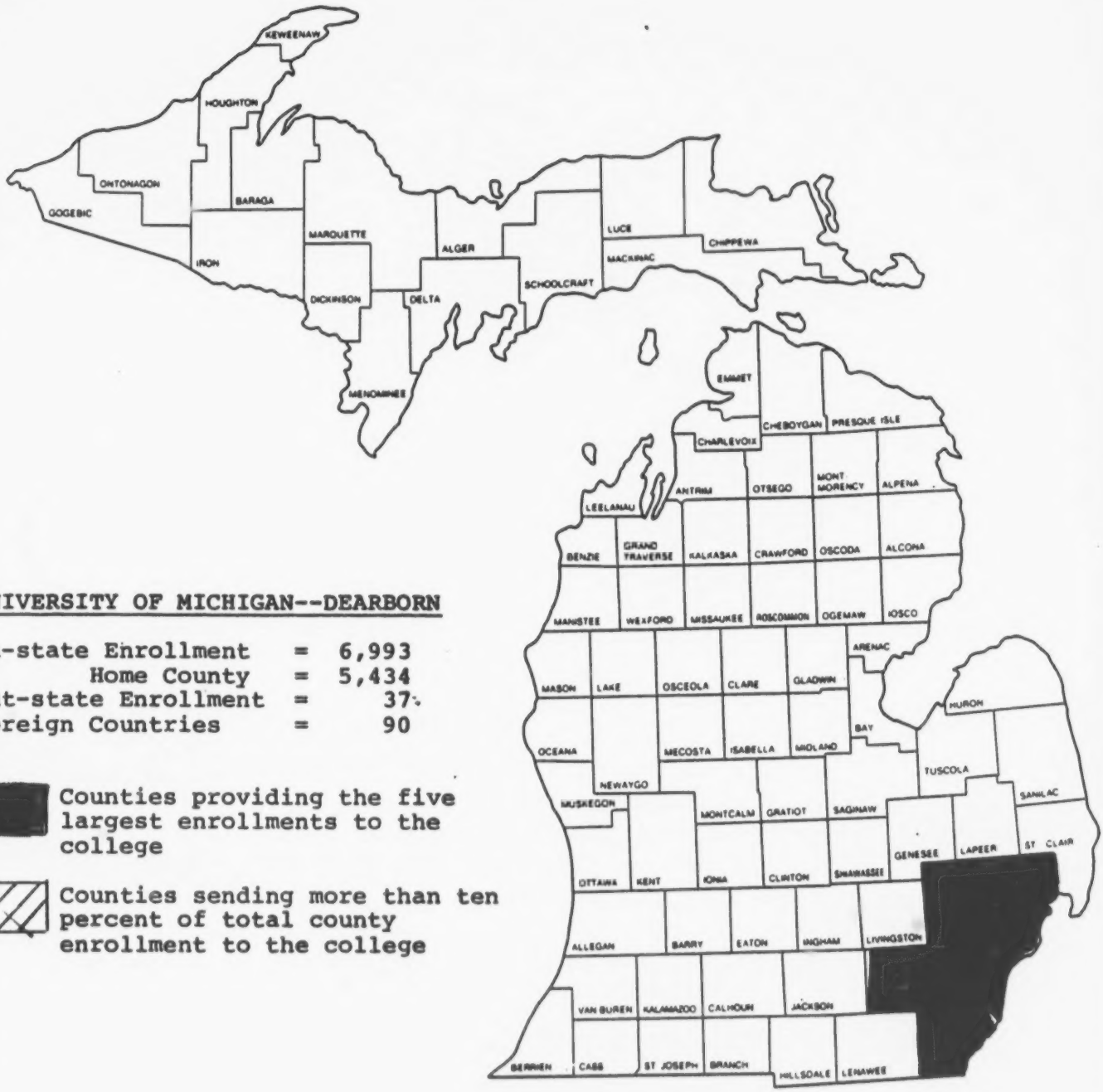


UNIVERSITY OF MICHIGAN--ANN ARBOR

In-state Enrollment	=	21,884
Home County	=	3,829
Out-state Enrollment	=	10,067
Foreign Countries	=	3,023

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

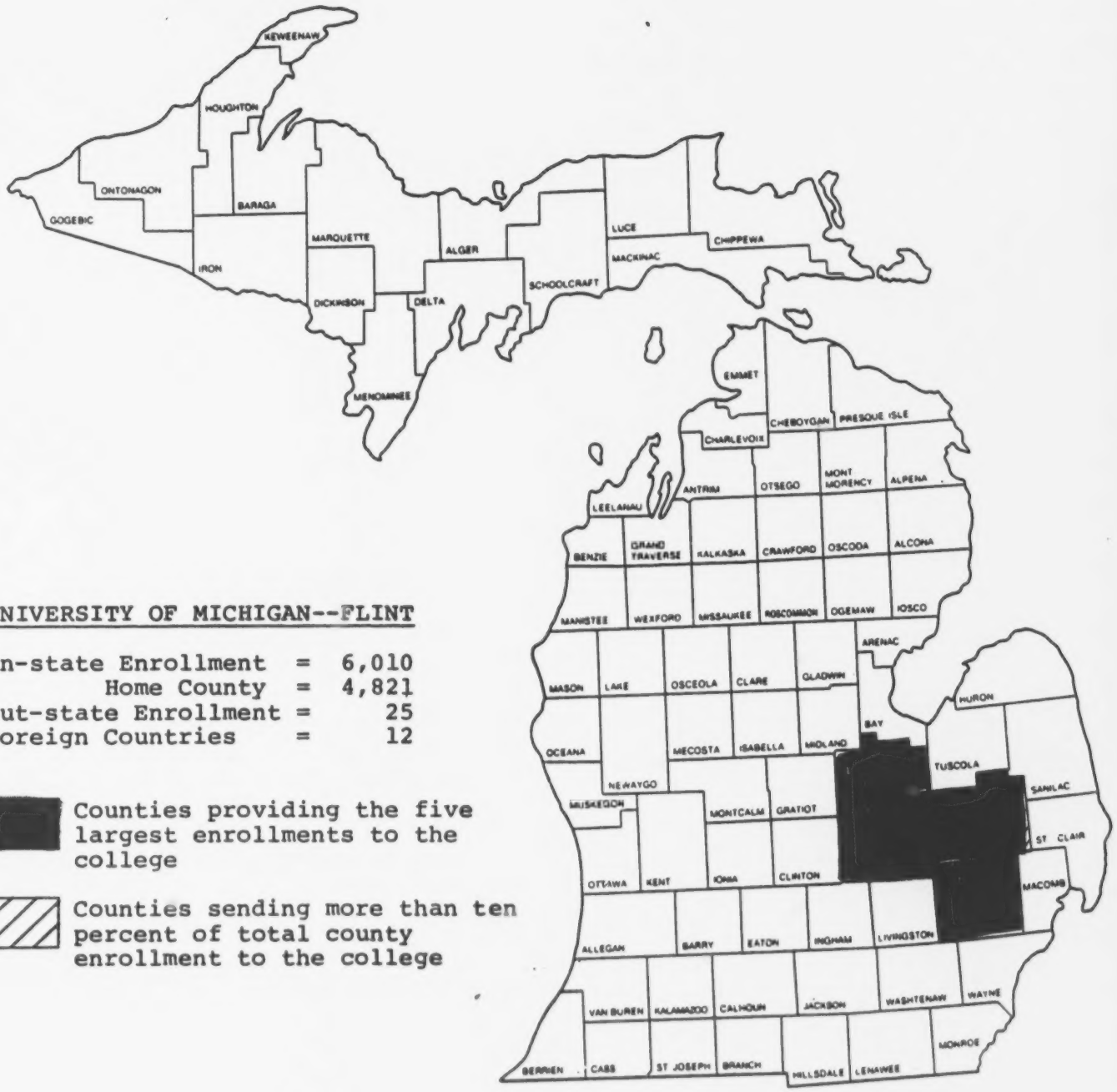


UNIVERSITY OF MICHIGAN--DEARBORN

In-state Enrollment	=	6,993
Home County	=	5,434
Out-state Enrollment	=	37
Foreign Countries	=	90

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

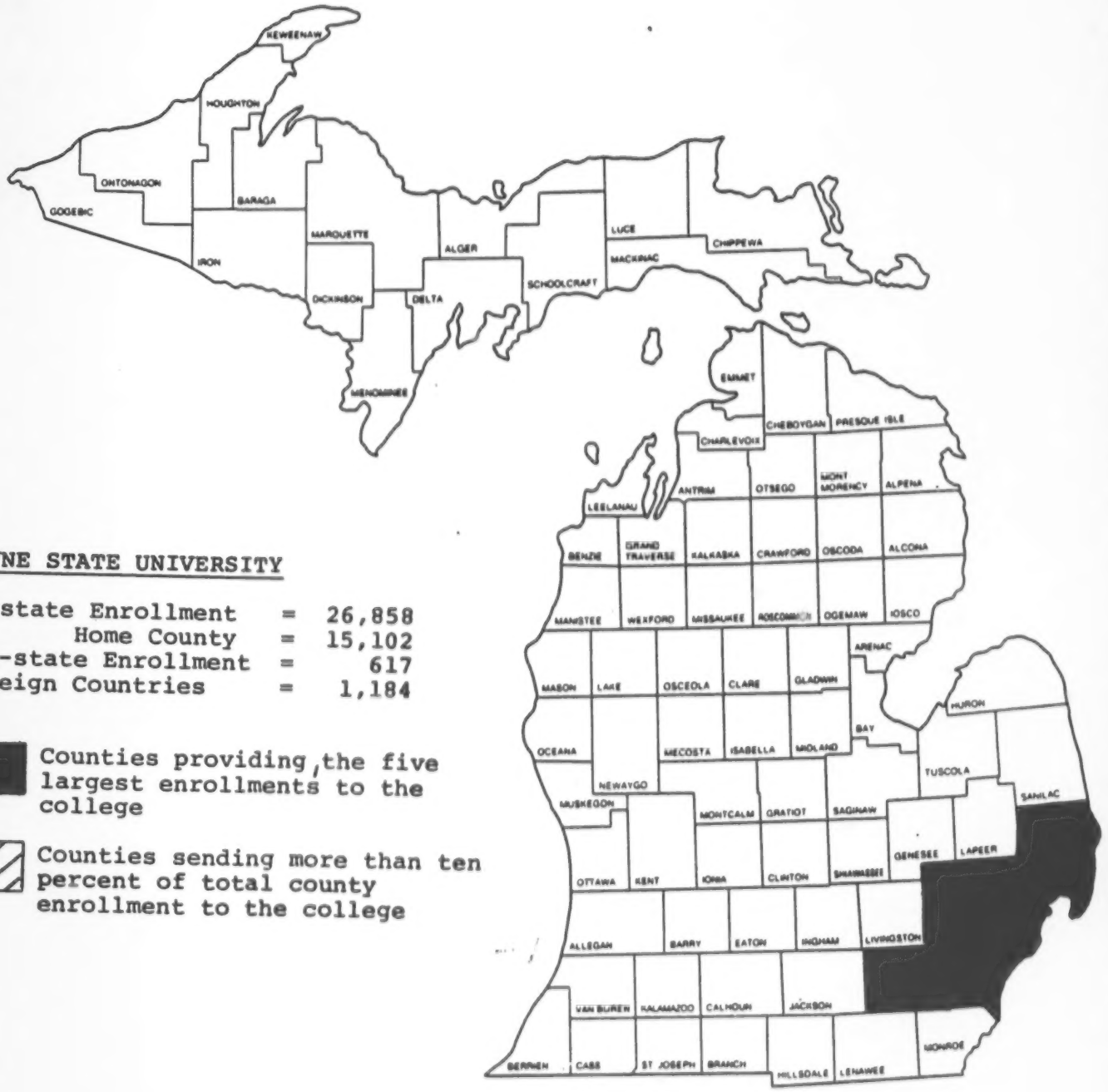


UNIVERSITY OF MICHIGAN--FLINT

In-state Enrollment	=	6,010
Home County	=	4,821
Out-state Enrollment	=	25
Foreign Countries	=	12

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college

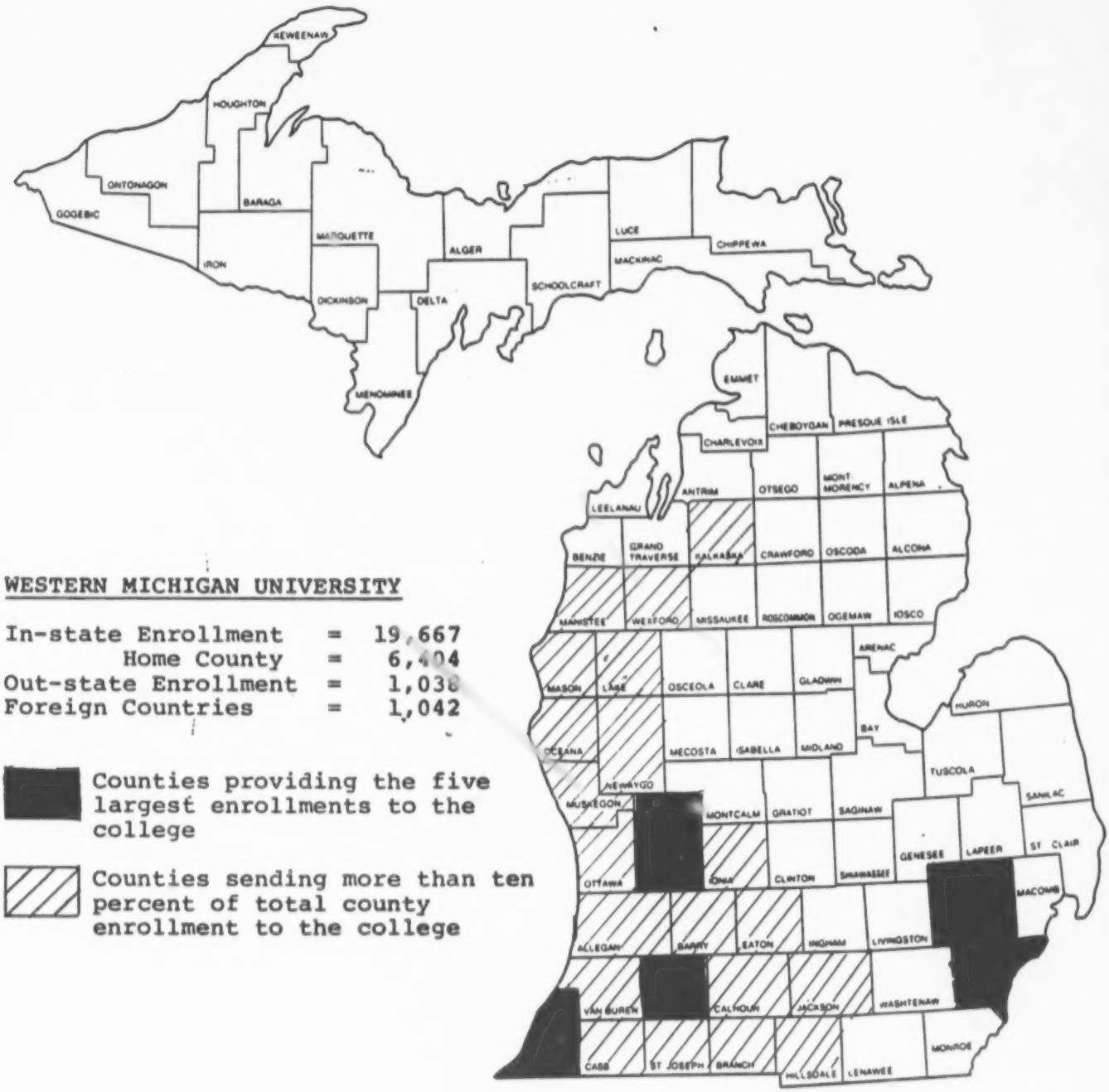


WAYNE STATE UNIVERSITY

In-state Enrollment	=	26,858
Home County	=	15,102
Out-state Enrollment	=	617
Foreign Countries	=	1,184

Counties providing the five largest enrollments to the college

Counties sending more than ten percent of total county enrollment to the college



WESTERN MICHIGAN UNIVERSITY

In-state Enrollment	=	19,667
Home County	=	6,404
Out-state Enrollment	=	1,038
Foreign Countries	=	1,042

Counties providing the five largest enrollments to the college

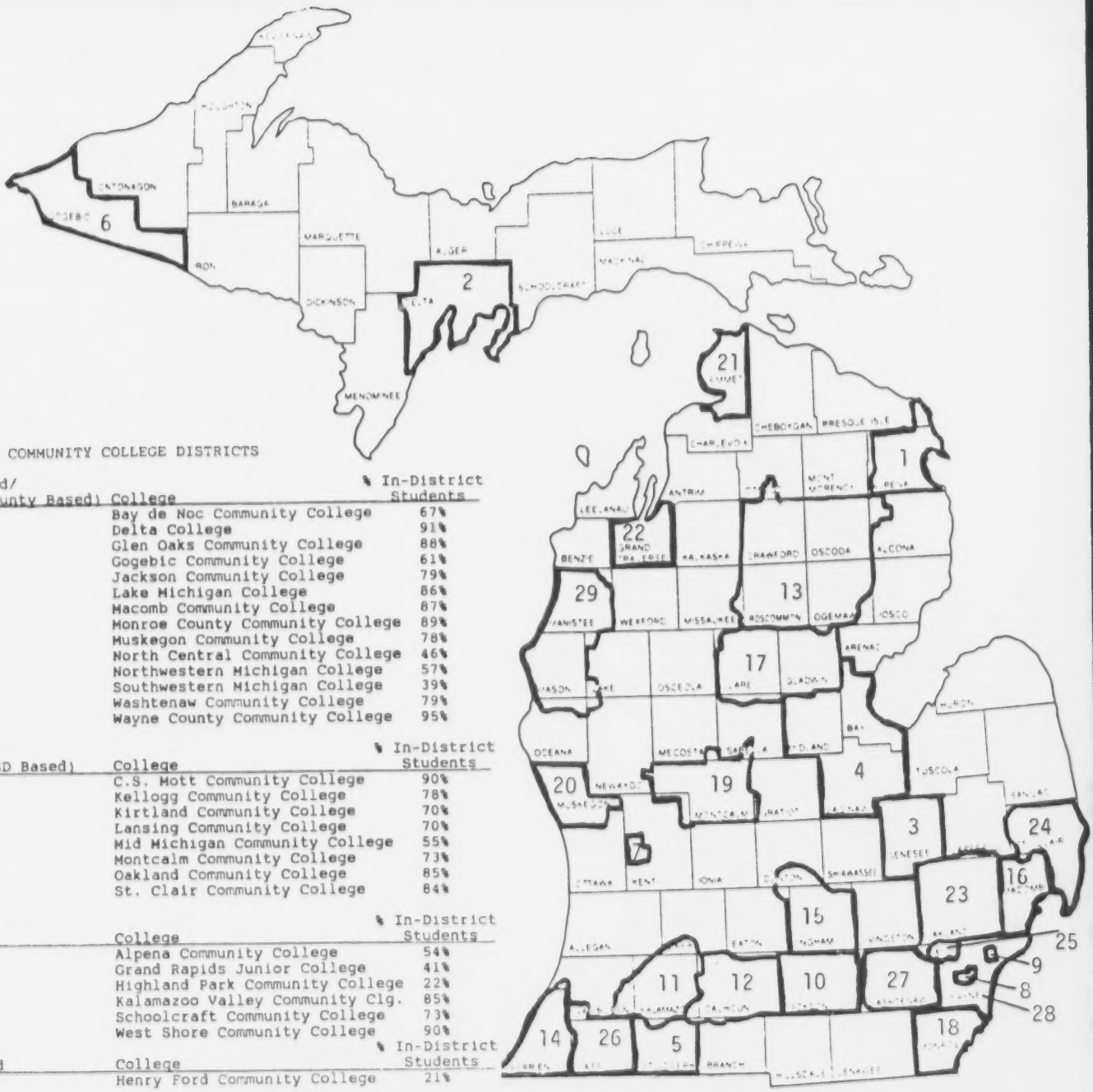
Counties sending more than ten percent of total county enrollment to the college

The percentage of in-district students attending Michigan community colleges varies from 21% to 95%. A major reason for high or low percentages of in-district students appears to be geographical location. Some community colleges with a low in-district student population (21-59%) are located in sparsely populated areas surrounded by large land areas which are not part of a community college district. Other such colleges are located in highly populated areas but have a small district; students from surrounding areas can easily commute to those colleges.

Those community colleges having between 60% and 79% in-district students tend to serve moderately populated areas and are generally surrounded by sparsely populated areas which are not part of a community college district.

Community colleges having a high percentage (80-95%) of in-district students tend to be adjacent to other community college districts and/or encompass a geographical area which includes a concentration of population.

SOURCE: Higher Education Management Services, 1987



COMMUNITY COLLEGE DISTRICTS

County Based/ *(Almost County Based)	College	% In-District Students
#2	Bay de Noc Community College	67%
4	Delta College	91%
5	Glen Oaks Community College	88%
6	Gogebic Community College	61%
10	Jackson Community College	79%
*14	Lake Michigan College	86%
16	Macomb Community College	87%
18	Monroe County Community College	89%
20	Muskegon Community College	78%
21	North Central Community College	46%
22	Northwestern Michigan College	57%
26	Southwestern Michigan College	39%
27	Washtenaw Community College	79%
*28	Wayne County Community College	95%

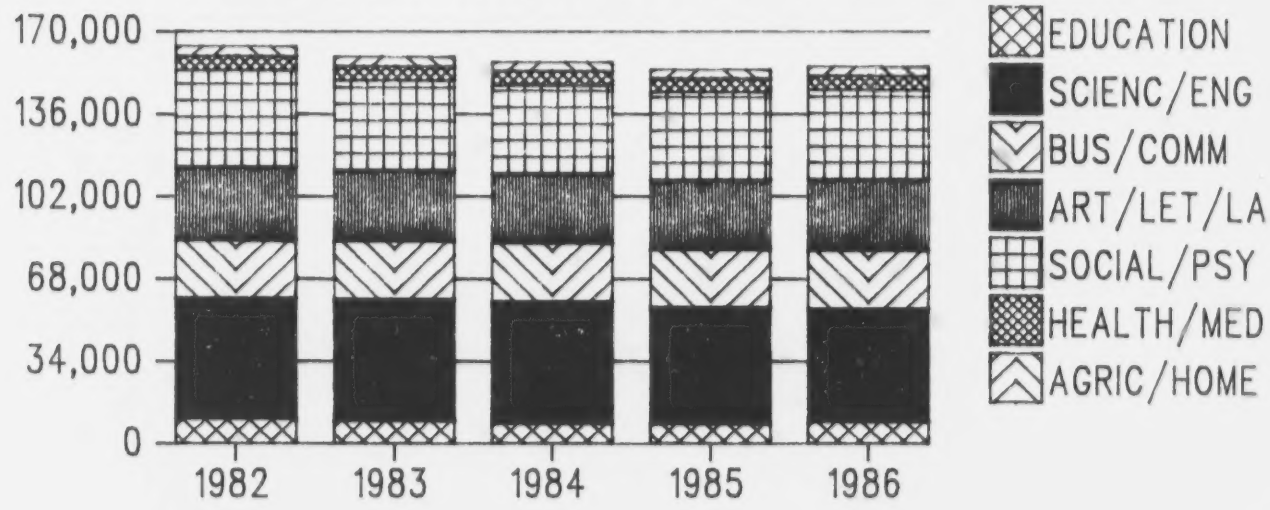
ISD Based/ *(Almost ISD Based)	College	% In-District Students
#3	C.S. Mott Community College	90%
*12	Kellogg Community College	78%
13	Kirtland Community College	70%
15	Lansing Community College	70%
17	Mid Michigan Community College	55%
*19	Montcalm Community College	73%
23	Oakland Community College	85%
24	St. Clair Community College	84%

K-12 Based	College	% In-District Students
#1	Alpena Community College	54%
7	Grand Rapids Junior College	41%
9	Highland Park Community College	22%
11	Kalamazoo Valley Community Clg.	85%
25	Schoolcraft Community College	73%
29	West Shore Community College	90%

Other Based	College	% In-District Students
#8	Henry Ford Community College	21%

PROGRAM ENROLLMENTS

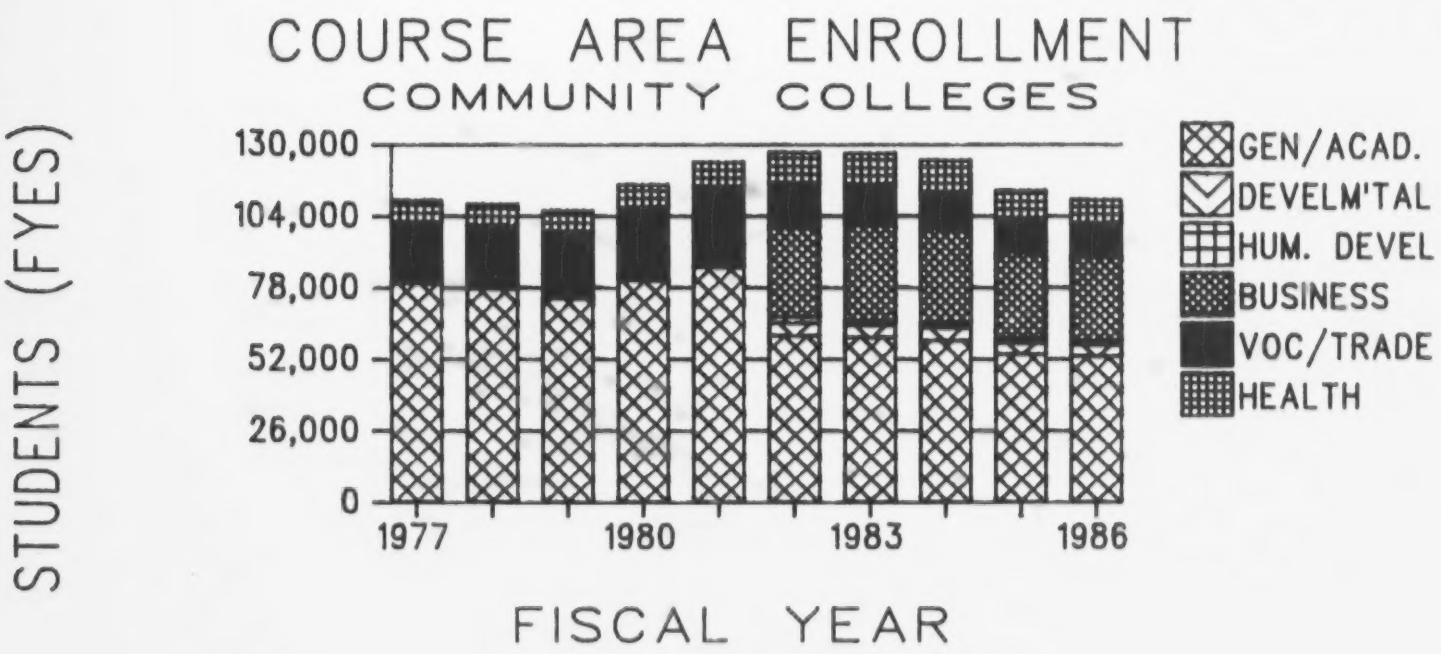
PUBLIC FOUR-YEAR



The total number of undergraduate fiscal year equated students (FYES) (defined as total credit hours divided by 31) declined during the 1981 to 1985 period. By aggregate program area, only business and communications programs maintained their initial enrollment level throughout the 1980's. The greatest proportion of decline occured in education, where enrollment dropped by 18% by 1984, and in agriculture and home economics, which dropped 13% by 1984. Social science, psychology and public affairs programs collectively declined by almost 3,500 FYES from 1981 to 1984, an 8% decrease. The aggregate area of science, mathematics, computer and engineering declined by more than 7% between 1983 and 1985-86, with 3,750 fewer FYES. The arts and letters programs and the health and medical area each declined about 4% from 1981.

Every area with the exception of the science, mathematics, computer and engineering programs enrolled more FYES in 1985-86 than in the previous year.

SOURCE: 1985-86 HEIDI, Department of Management and Budget



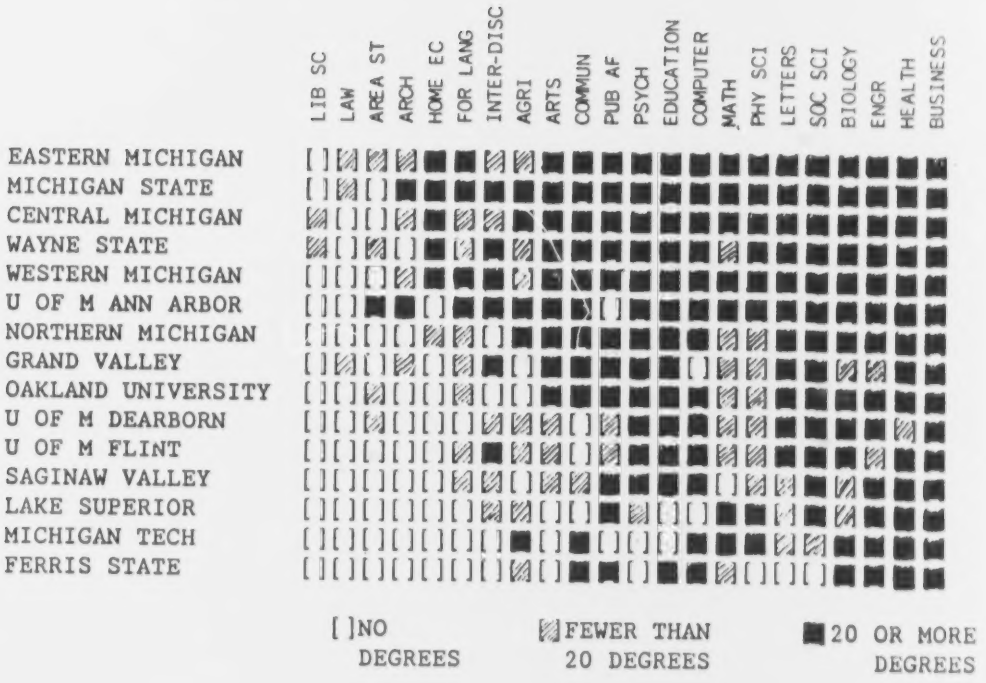
Throughout the last 10 years, community college students have enrolled most in general academic and business courses. (Prior to 1982, business courses were not distinguished from general academic and vocational courses.) Developmental courses, which were separated from general academic courses in 1982, have had stable low enrollments; health course enrollments peaked in the early 1980's and declined in 1985 and 1986. Vocational-technical courses were redefined in 1982, when several courses, including data processing, were put into the Business category. The remaining vocational-technical courses experienced some decline since their peak in 1982.

SOURCE: 1985-86 Activities Classification Structure Data

OUTCOMES

PUBLIC COLLEGE AND UNIVERSITY DEGREES CONFERRED
1985-1986

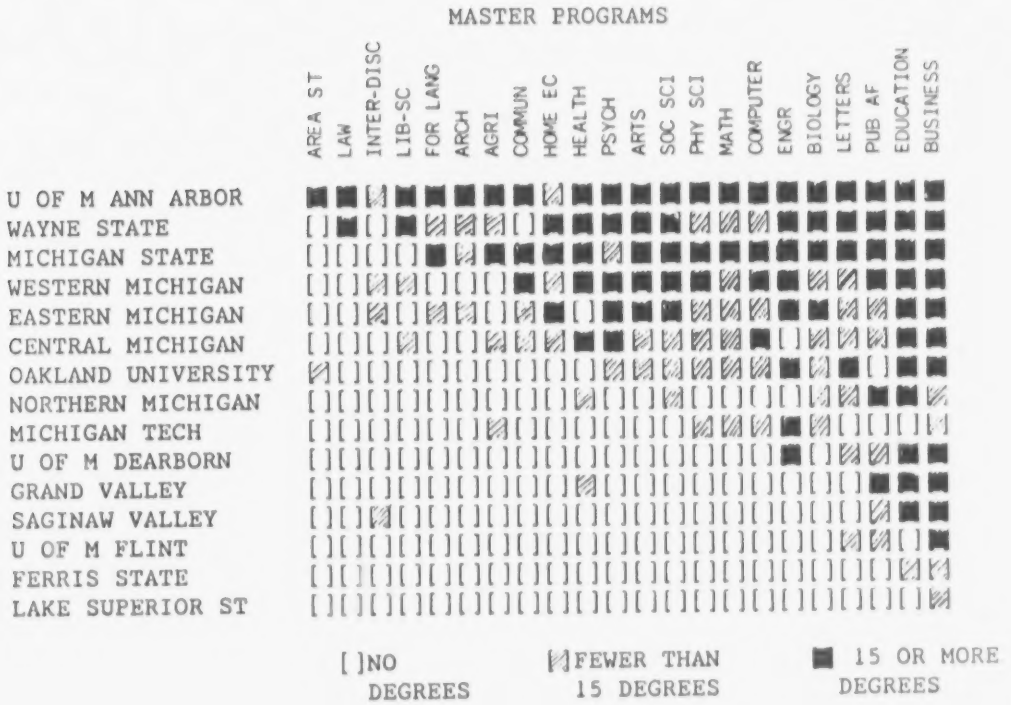
BACCALAUREATE PROGRAMS



At the baccalaureate degree level, Michigan public four-year colleges and universities showed great diversity in the range of disciplinary specialties where bachelor's degrees were awarded in 1985-86. This pattern illustrates the uniqueness of the individual institutions as well as the widespread availability of many high-demand baccalaureate programs such as health, business, engineering, biology, social science and letters.

SOURCE: 1986 HEGIS, Degrees and Awards Report

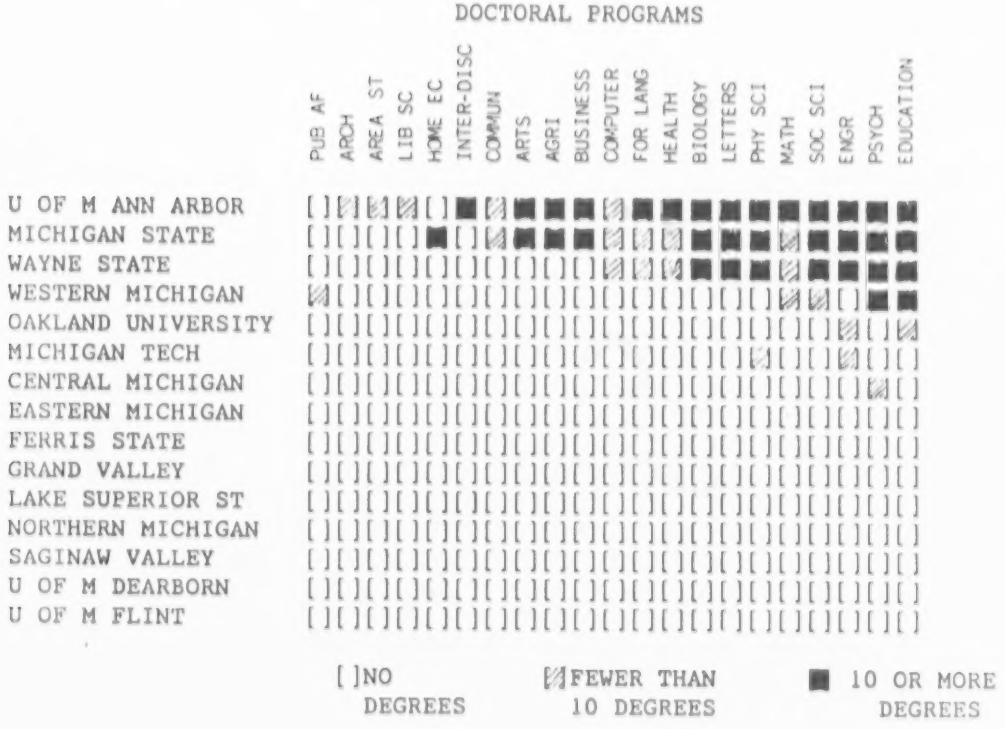
PUBLIC COLLEGE AND UNIVERSITY DEGREES CONFERRED
1985-1986



Each of the fifteen public four-year colleges awarded at least one master's degree in 1985-86. The University of Michigan-Ann Arbor, Michigan State University and Wayne State University were most diverse in the number of program areas producing fifteen or more master's degrees, with twenty, sixteen and thirteen programs respectively. Western Michigan University, Eastern Michigan University, Central Michigan University and Oakland University each awarded master's degrees in more than half the disciplines identified. The remaining colleges were more specialized, concentrating on a few disciplines.

SOURCE: 1986 HEGIS, Degrees and Awards Report

PUBLIC COLLEGE AND UNIVERSITY DEGREES CONFERRED
1985-1986

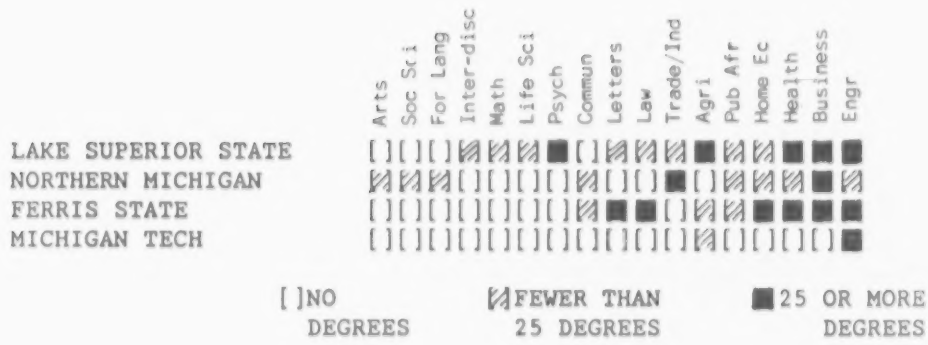


Only four of the fifteen public four-year colleges and universities awarded ten or more doctoral degrees in any broad disciplinary area in 1986. Western Michigan University awarded more than ten degrees each in psychology and education, while Wayne State University awarded degrees in those areas as well as in five other disciplines. Michigan State University and the University of Michigan-Ann Arbor lead the state in the number and variety of active doctoral programs. Michigan State awarded at least ten doctoral degrees in each of eleven disciplines and the University of Michigan-Ann Arbor awarded that number in each of fourteen areas. Three other institutions, Oakland University, Michigan Technological University, and Central Michigan University, awarded some doctoral degrees in 1986.

SOURCE: 1986 HEGIS, Degrees and Awards Report

PUBLIC COLLEGE AND UNIVERSITY DEGREES CONFERRED
1985-1986

ASSOCIATE PROGRAMS



Three of the public four-year colleges and universities function as community colleges for their regions: Ferris State College, Lake Superior State College and Northern Michigan University. A fourth, Michigan Technological University, offers specialized associate's programs in Agriculture and in Engineering Technology.

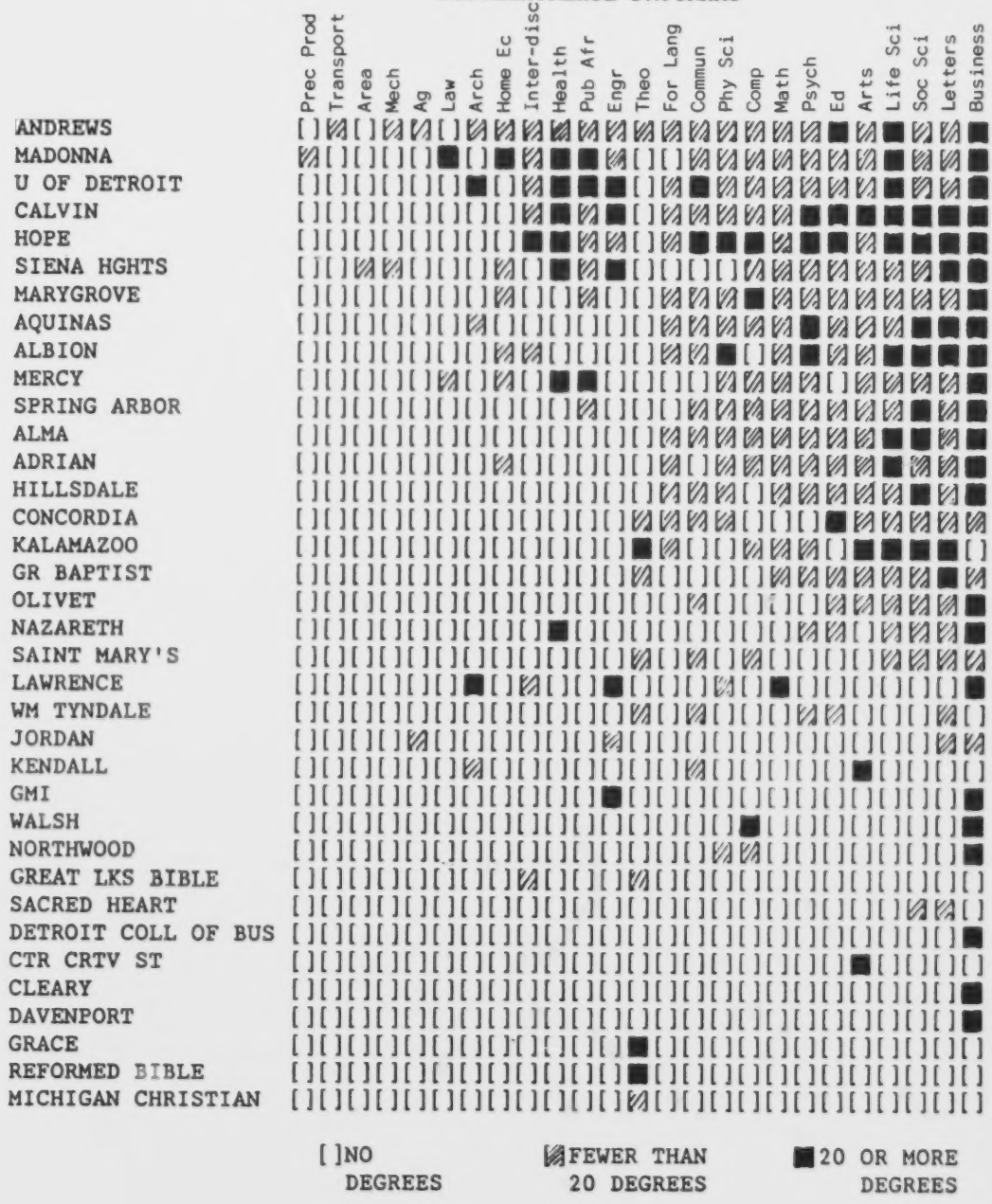
Programs with the greatest degree activity in 1985-86 included Engineering Technology, Business, Health, Home Economics and Public Affairs. The four colleges granted associate's degrees in seventeen program areas in 1985-86.

SOURCE: 1986 HEGIS, Summer Degrees and Awards Report

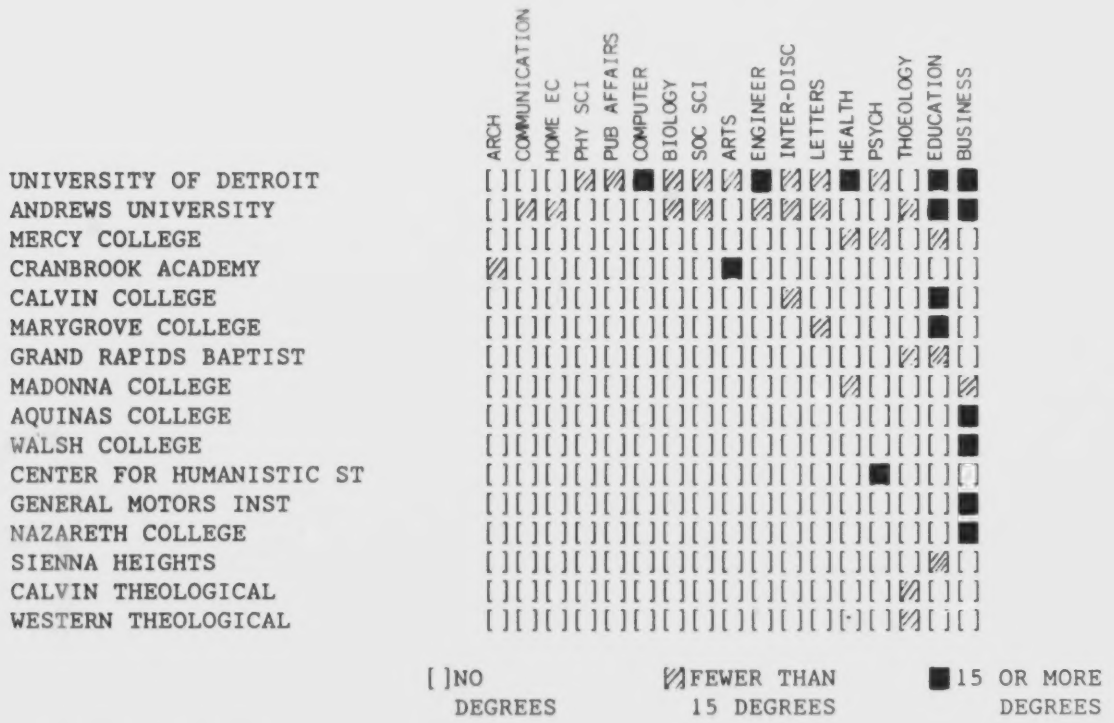
All but a few of the independent colleges that offer baccalaureate programs awarded some degrees in business in 1985-86. Letters, social science and life sciences also were productive degree programs at twenty or more independent colleges. Bachelor's degrees were conferred in the broadest array of disciplines at Andrews University, Madonna College, the University of Detroit, Calvin College and Hope College. Many colleges awarded degrees in ten or more programs and others awarded many degrees in a few focal programs.

SOURCE: 1986 HEGIS, Degrees and Awards Report

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED
BACCALAUREATE PROGRAMS



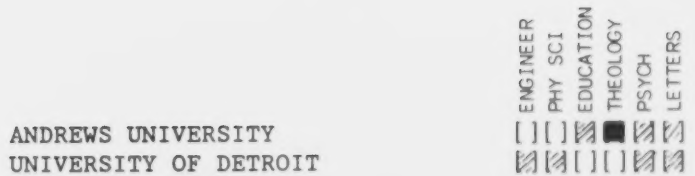
INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED
MASTER PROGRAMS



Several programs at the independent colleges and universities awarded more than fifteen master's degrees during 1985-86. Most colleges conferred degrees in the areas of business or education. The University of Detroit and Andrews University each awarded master's degrees in ten or more disciplines. Many other colleges have a more specialized graduate focus, conferring master's degrees in one or two areas.

SOURCE: 1986 HEGIS, Degrees and Awards Report

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED
DOCTORAL PROGRAMS



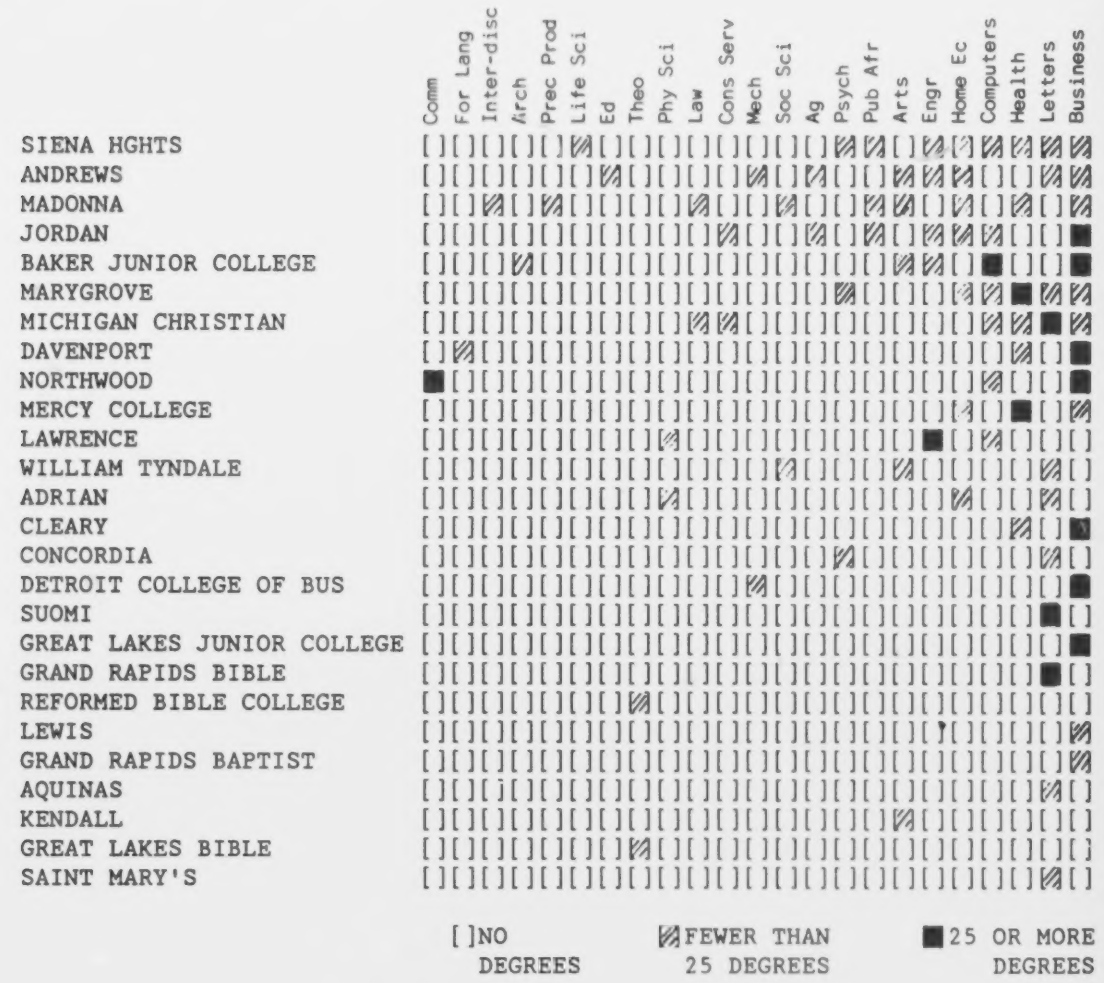
Two independent colleges and universities awarded doctoral degrees during 1985-86. Andrews University alone conferred ten or more degrees in an area, the area being theology. Independent colleges awarded doctoral degrees in six different disciplines.

SOURCE: 1986 HEGIS, Degrees and Awards Report

The program areas in which the greatest number of different independent colleges awarded associate's degrees in 1985-6 were business, letters, health and computers. Siena Heights College, Andrews University, Madonna College and Jordan College awarded associate's degrees in a broad range of programs, while several other colleges awarded many degrees in one or two disciplines.

SOURCE: 1986 HEGIS, Degrees and Awards Report

INDEPENDENT COLLEGE AND UNIVERSITY DEGREES CONFERRED
ASSOCIATE PROGRAMS

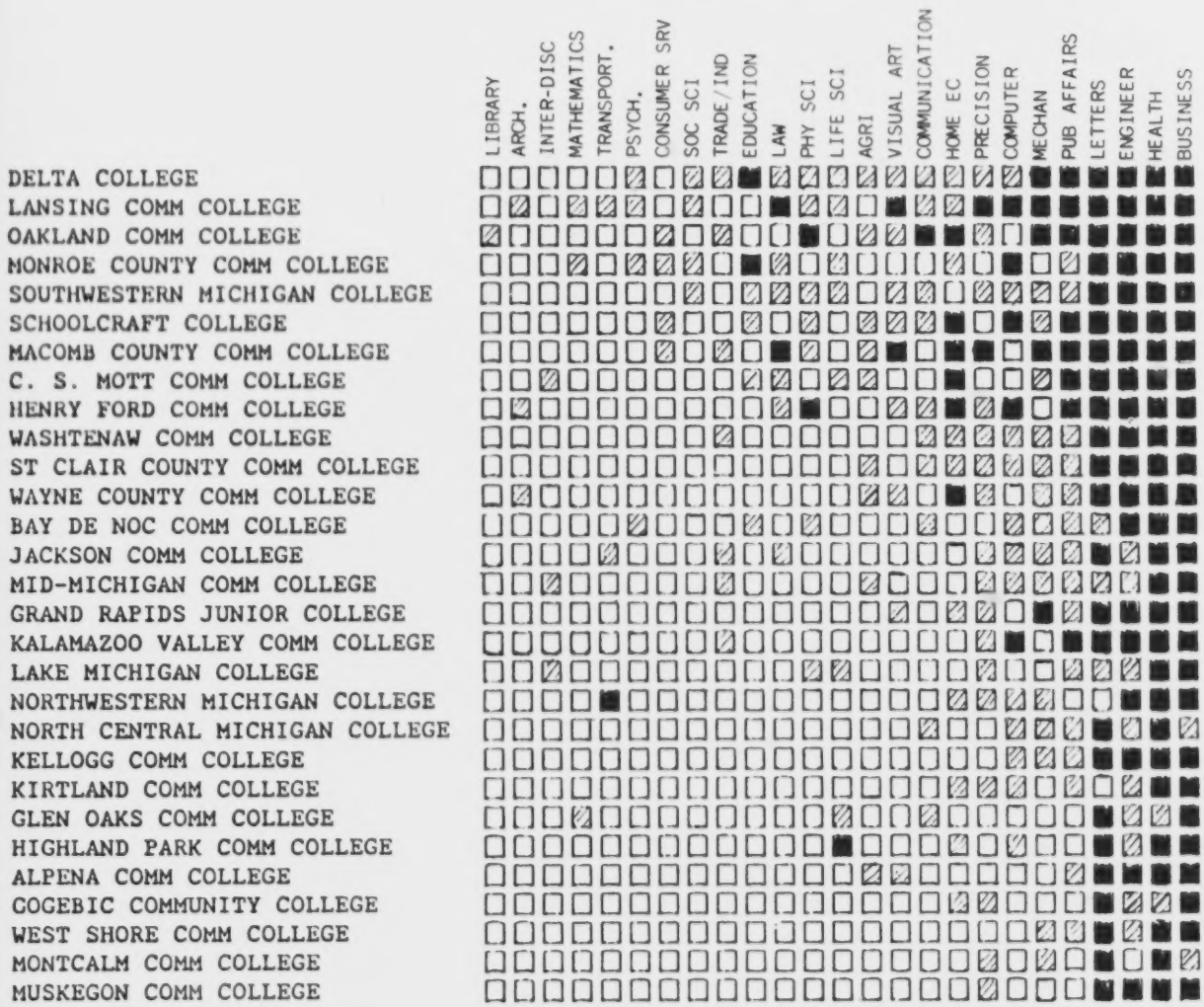


Each of the twenty-nine community colleges awarded some associate's degrees in business and in health/medical areas during 1985-86; all but two colleges awarded more than twenty-five degrees in each of these fields. Associate's degrees in engineering technology were awarded by all but one college and degrees in letters by all but two colleges during 1985-86. Only one college awarded associate degrees in library and only three awarded any in architecture, interdisciplinary studies or in mathematics. Some specialized degree programs are available at the community colleges and several productive, high-demand degree programs are widely available across the state.

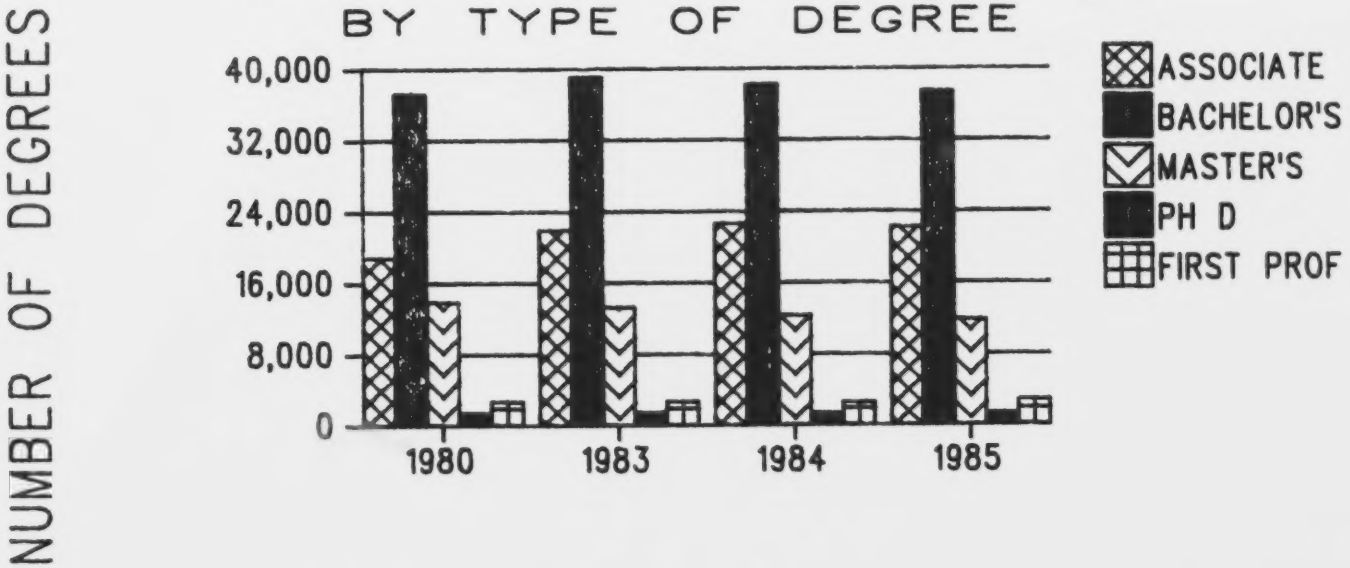
Delta College and Lansing Community College awarded associate's degrees in the broadest array of areas, followed by Oakland Community College, Monroe County Community College and Southwestern Michigan College. Each of the twenty-nine colleges awarded associate's degrees in at least five different program areas.

SOURCE: 1986 HEGIS, Degrees and Awards Report

TWO YEAR PUBLIC COLLEGE DEGREES CONFERRED
ASSOCIATE PROGRAMS



HISTORY OF EARNED DEGREE
BY TYPE OF DEGREE

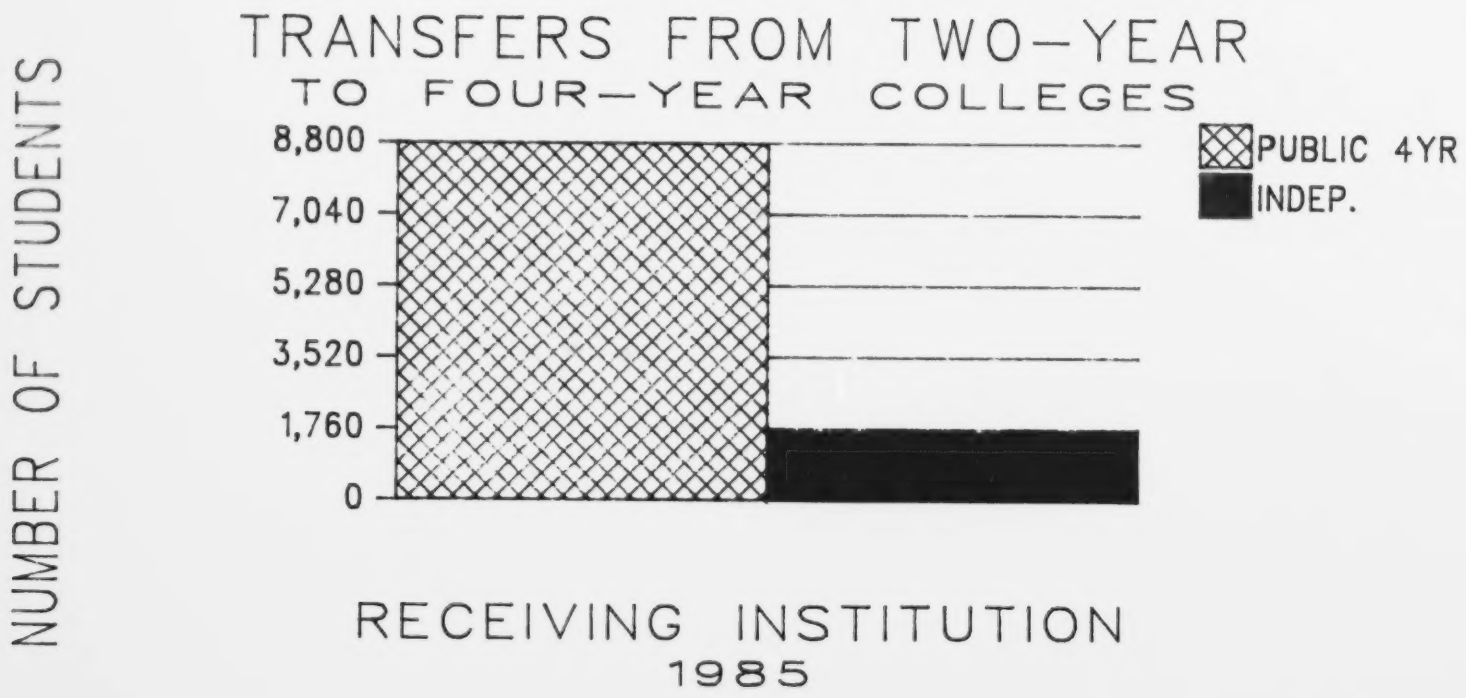


The number of associate's degrees awarded by Michigan colleges increased from 1980 to a peak in 1984, followed by a slight decline. Michigan institutions awarded the greatest number of Bachelor's degrees, 39,083, during the 1983 academic year, culminating twenty years of increase. For the United States as a whole, the number of bachelor's degrees awarded continued to rise, reaching 979,477 during 1985.

The number of master's degrees awarded by Michigan colleges declined during the decade from a high point of 14,896 degrees awarded in 1979, mirroring a national decline in master's degrees. Similarly, colleges in Michigan and across the nation awarded fewer doctoral degrees in the last decade. Michigan colleges and universities awarded 1,635 doctoral degrees in 1975 and have awarded fewer in each year since 1980.

First professional degree awards increased from 1980 to 1983, dipped in 1984 and increased again to 2,831 degrees in 1985. National data show consistent increases in these degrees in each year.

SOURCE: 1985 HEGIS, Degrees and Awards Report
U.S. Department of Education 1987 Bulletin
American Council on Education Factbook, 1986-87

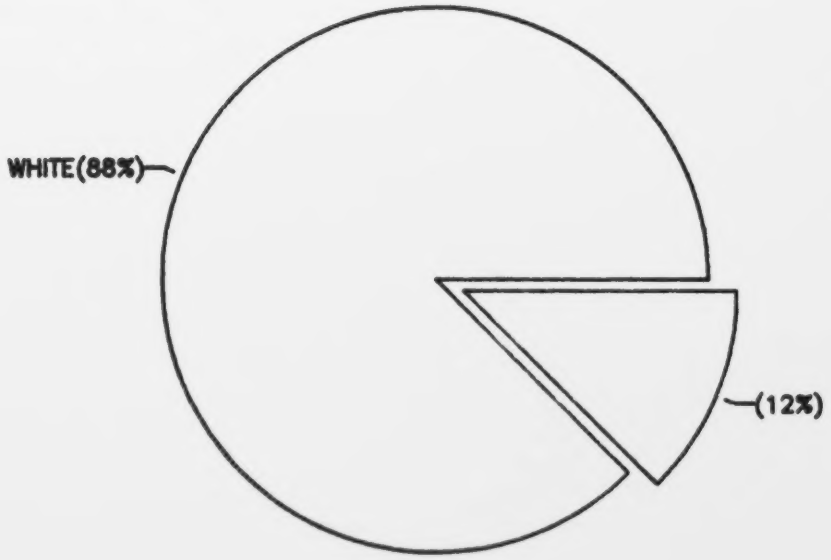


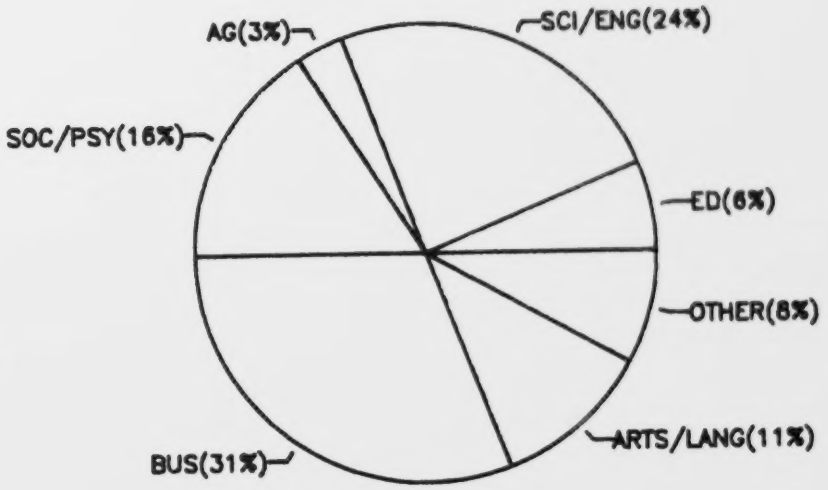
Transfer to a four-year college for completion of a baccalaureate degree can also be considered an outcome of education at a community college. In 1985, the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) reported a total of 22,916 transfers out of Michigan institutions. Fifty-six percent of these were transfers from the community colleges, largely to four-year public colleges and universities. By sector, community colleges sent 8,786 students on to public four-year colleges and 1,675 to independent colleges in Michigan.

SOURCE: MACRAO Migration Study

BACHELOR'S DEGREES 1985

WHITE



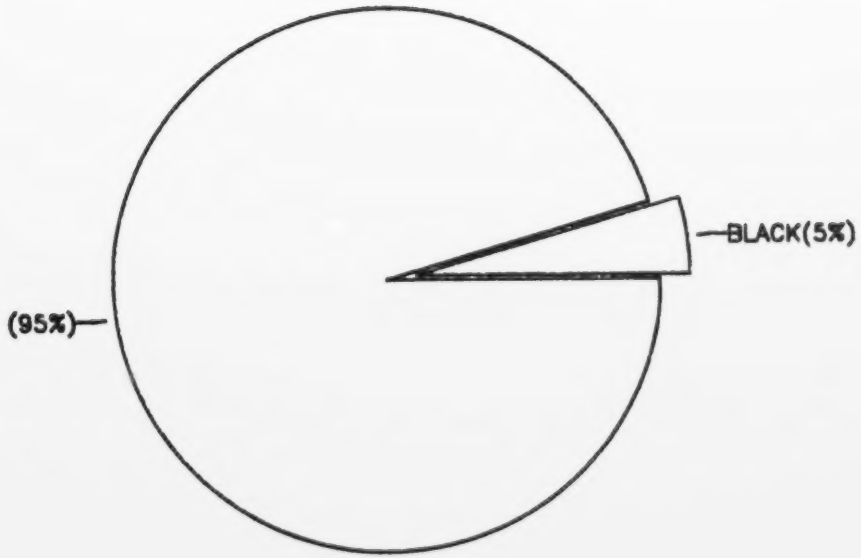


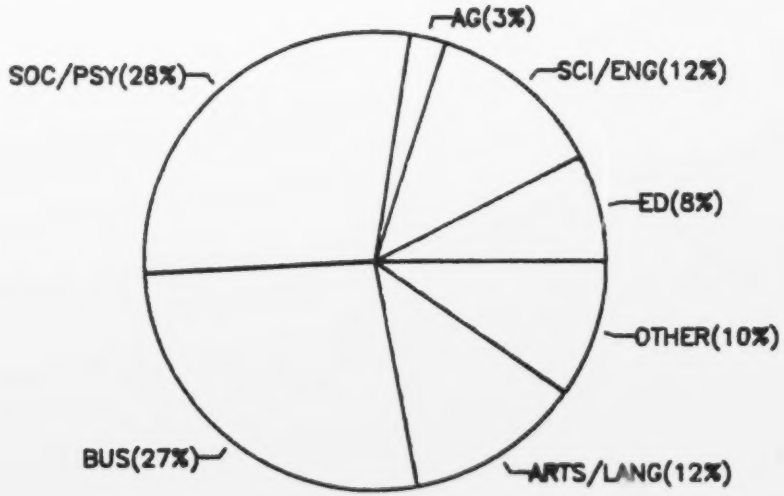
White students comprised 90% of the 1980 public four-year college freshman class and earned 88% of the bachelor's degrees in 1985. They were less likely than other groups to earn a degree in the residual health and preprofessional category, but more likely than others to earn degrees in business and in agriculture. Remaining enrollments and degrees apply to Non-resident Aliens, who earned almost 6% of the degrees in 1985 even though they constituted only 1% of the freshmen in 1980.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1985 HEGIS, Degrees and Awards Report

BACHELOR'S DEGREES 1985

BLACK





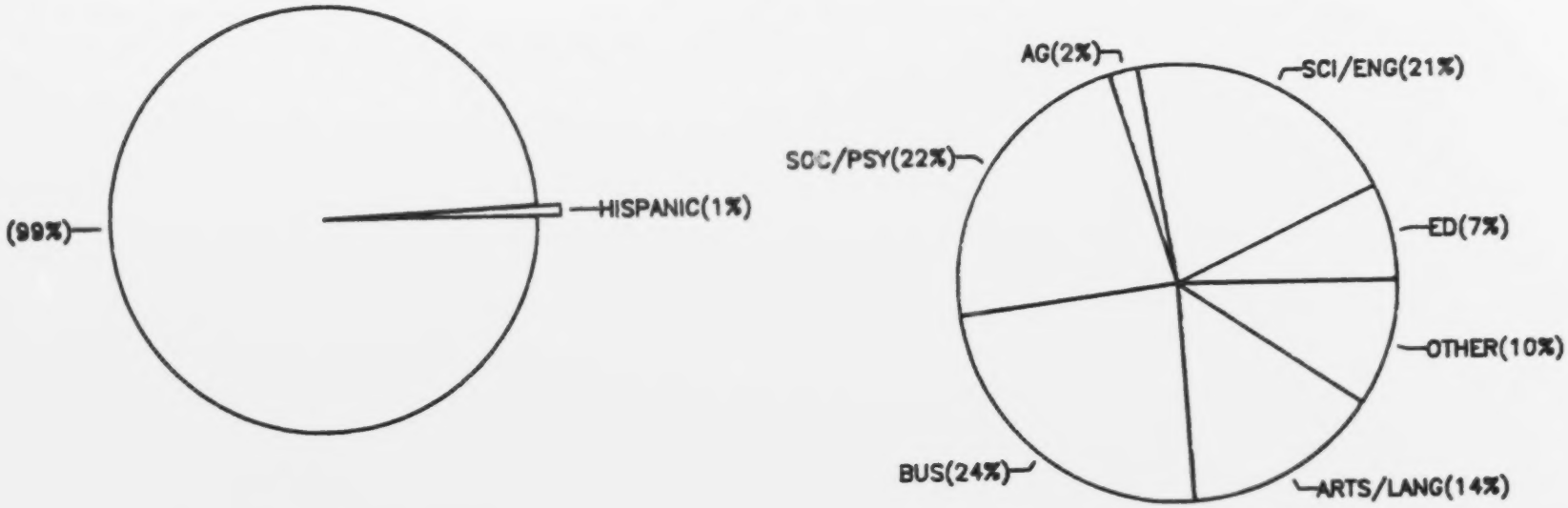
During 1984-85, Michigan public four-year colleges awarded 29,857 bachelor's degrees in a wide range of programs and disciplines. Some racial/ethnic patterns are evident in the numbers of degrees and in the disciplines in which degrees were earned. Many disciplines have been aggregated to show six broad areas of degrees, with a seventh residual category that includes health, preprofessional law and library, and home economics.

Blacks earned 4.6% of the bachelor's degrees in 1985, although Black students constituted 6.7% of the first-time freshmen enrollment in 1980. Black students were more likely than most to earn a degree in social science or psychology and less likely than other racial/ethnic groups to earn a degree in science and engineering.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1985 HEGIS, Degrees and Awards Report

BACHELOR'S DEGREES 1985

HISPANIC

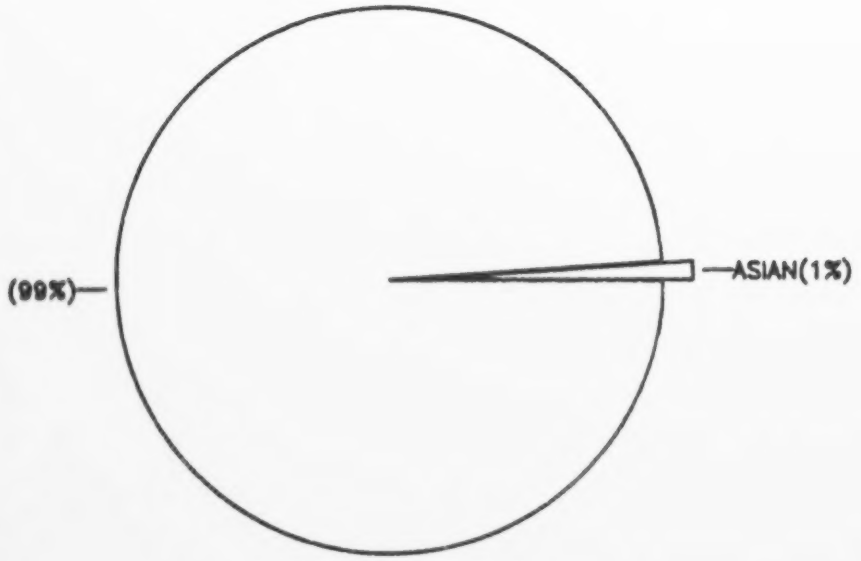


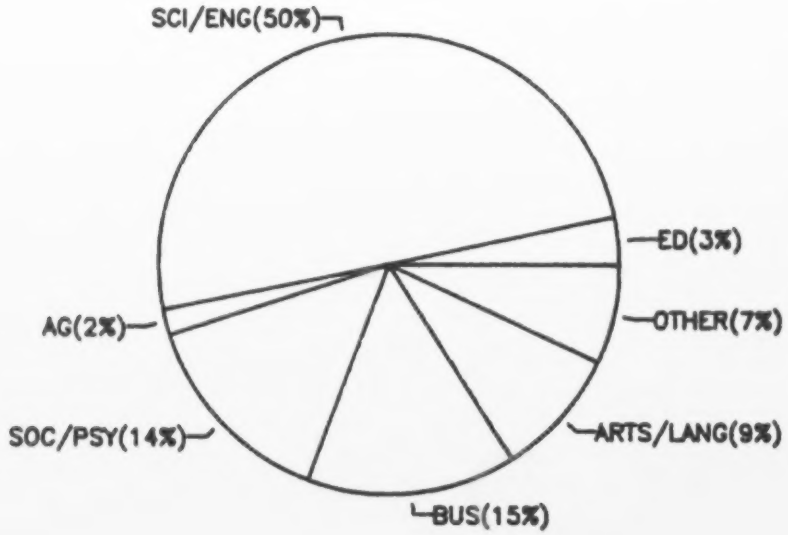
Hispanic students comprised 0.8% of the new freshmen class of 1980 and earned almost 1.0% of the bachelor's degrees conferred in 1985. Hispanic students had lower than average representation in agriculture and greater than average proportions of degrees in health and preprofessional programs and in science.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1985 HEGIS, Degrees and Awards Report

BACHELOR'S DEGREES 1985

ASIAN



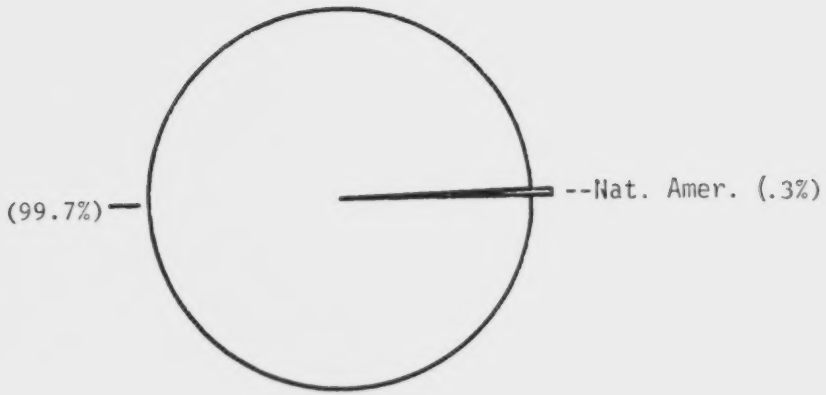


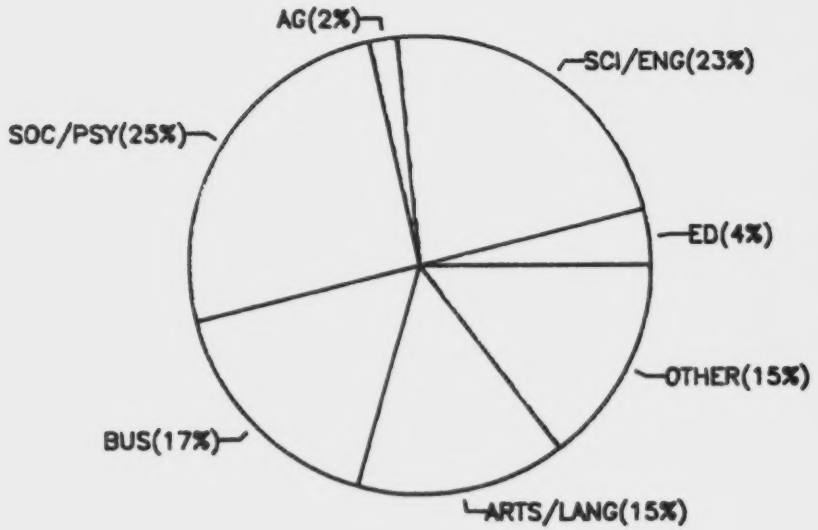
Asian students made up 0.9% of the 1980 freshman class and earned 1.1% of the bachelor's degrees conferred by public four-year colleges in 1985. Asian students were much more likely than others to receive a degree in science, mathematics and engineering.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1985 HEGIS, Degrees and Awards Report

BACHELOR'S DEGREES 1985

NATIVE AMERICAN

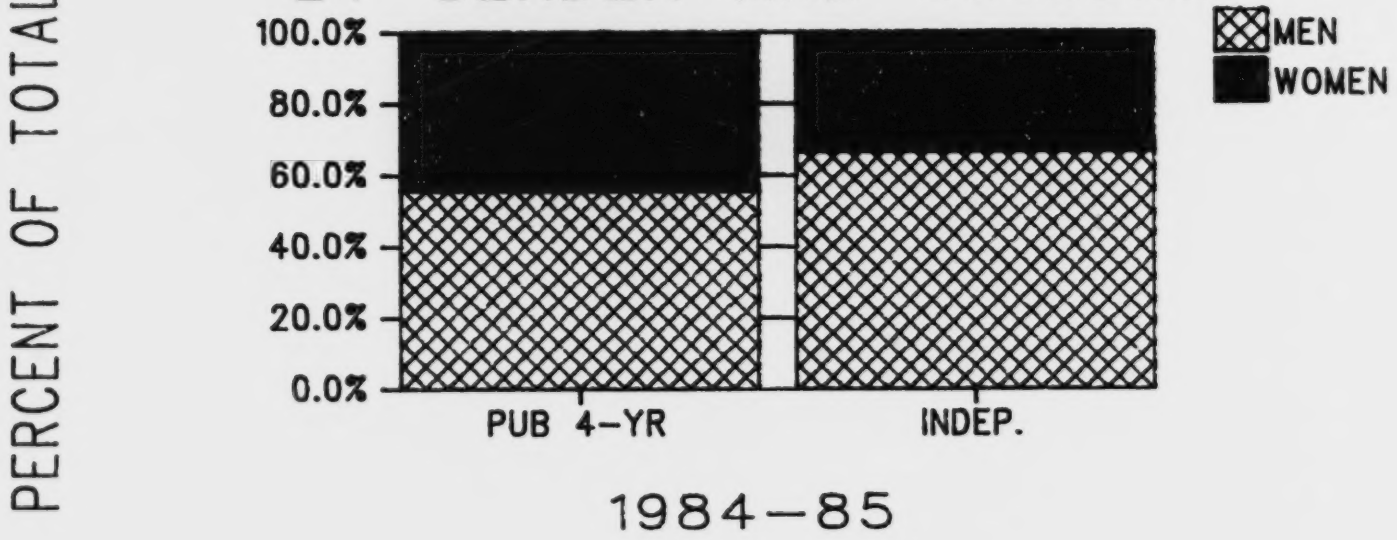




Native American students earned 0.3% of the bachelor's degrees awarded by public four-year colleges, even though they constituted 0.5% of the freshman class in 1980. Native American students earned a greater than average proportion of these degrees in arts and letters, social science and the health and preprofessional category.

SOURCE: 1980 HEGIS, Fall Enrollment Report
1985 HEGIS, Degrees and Awards Report

POSTBACCALAUREATE DEGREE
BY GENDER AND COLLEGE



1984-85

At the master's degree level, where men earned a total of 6,238 degrees and women earned 5,568 degrees in 1984-85, women earned almost 40% of the master's degrees awarded by independent colleges and 48% of those awarded by public four-year colleges. Men also outnumbered women in doctoral degrees at both independent and public colleges. Independent colleges awarded 3% of all doctoral degrees awarded in the state. For first professional degrees, as well, lower proportions of degrees were earned by women at both public and independent colleges.

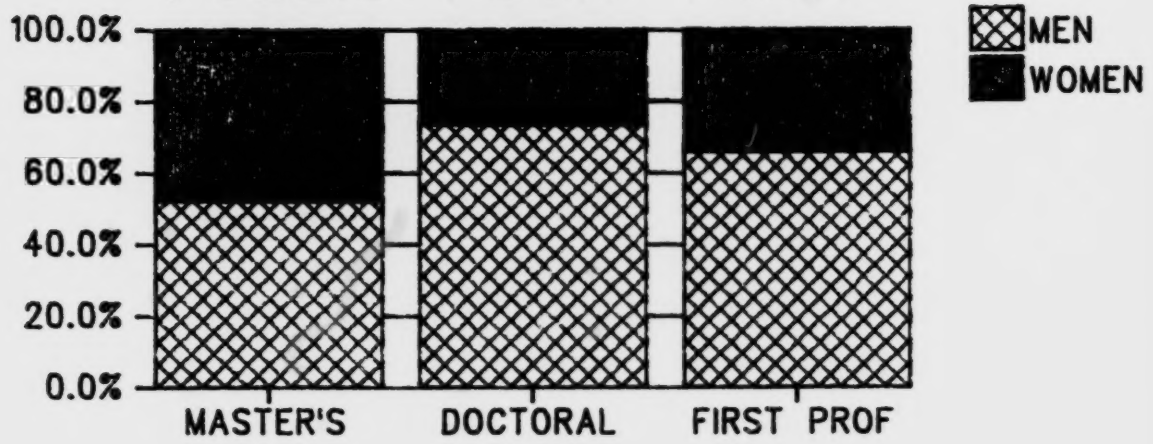
SOURCE: 1985 HEGIS, Degrees and Awards Report
U.S. Department of Education, Bulletin, March 1987
1986-87 Factbook on Higher Education

Michigan data are generally consistent with national data which show that men outnumbered women by a factor of two to one at the doctoral and first professional levels across the nation throughout the 1980's. But, at the bachelor's level nationally, women have been earning more degrees than men in the last few years, while men and women earned close to equal numbers of bachelor's degrees in Michigan. The greatest difference between United States and Michigan figures occurs in the area of master's degrees. Across the nation, women earned 142,861 master's degrees in 1984-85, while men earned 143,390. Yet the proportion of United States master's degrees earned by women has actually declined from the 1980 to 1984 period, when they earned more master's degrees than did men, while Michigan is still approaching equity between men and women at the master's degree level.

SOURCE: 1985 HEGIS, Degrees and Awards Report
U.S. Department of Education, Bulletin, March 1987
1986-87 Factbook on Higher Education

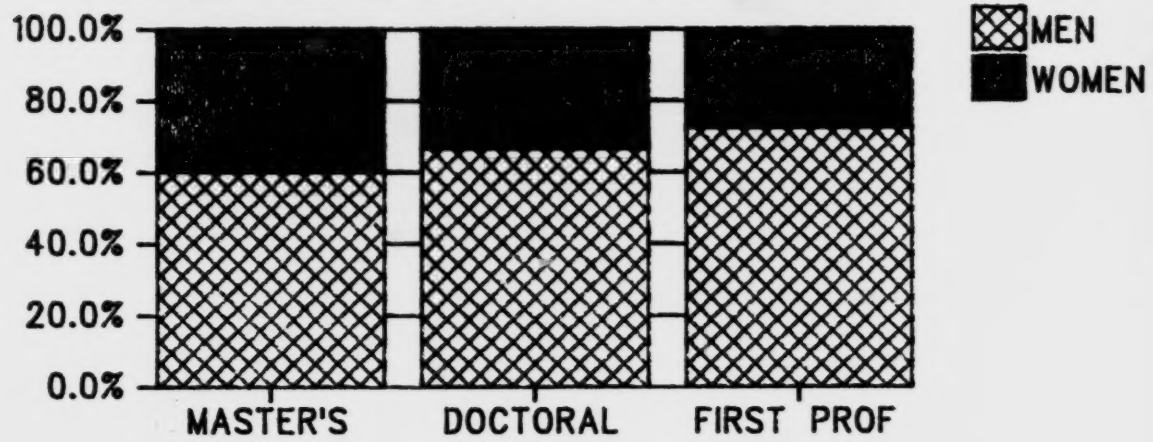
POSTBACCALAUREATE DEGREE
BY GENDER

PUBLIC FOUR-YEAR



1984-85

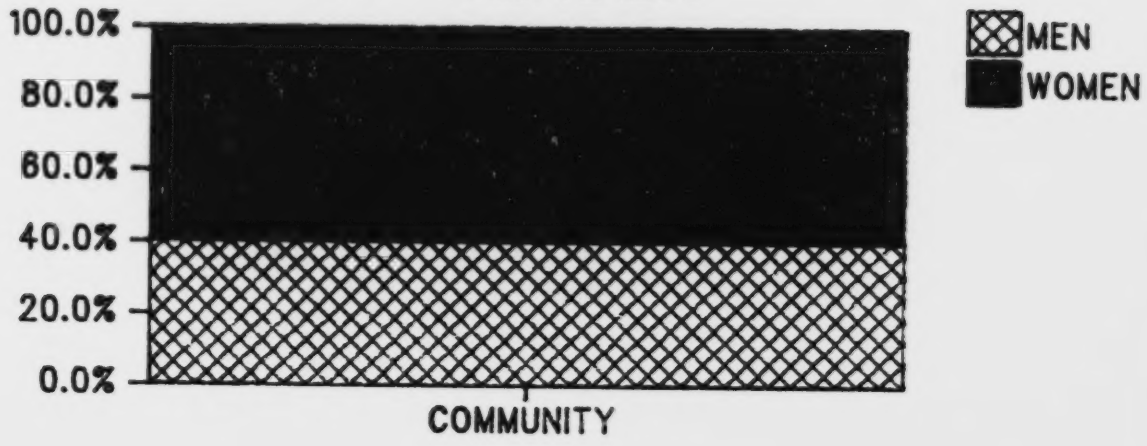
INDEPENDENT COLLEGES



Gender patterns in degrees earned have been consistent during the 1980's, with women best represented at the associate's and bachelor's degree levels and least represented at the doctoral and first professional degree levels. Women outnumbered men in the number of associate's degrees earned at community colleges in 1984-85. Also during that year, men earned 18,952 bachelor's degrees and women earned 18,460 bachelor's degrees. Women outnumbered men in number of bachelor's degrees earned at the independent colleges, while more men than women earned bachelor's degrees at the public four-year colleges.

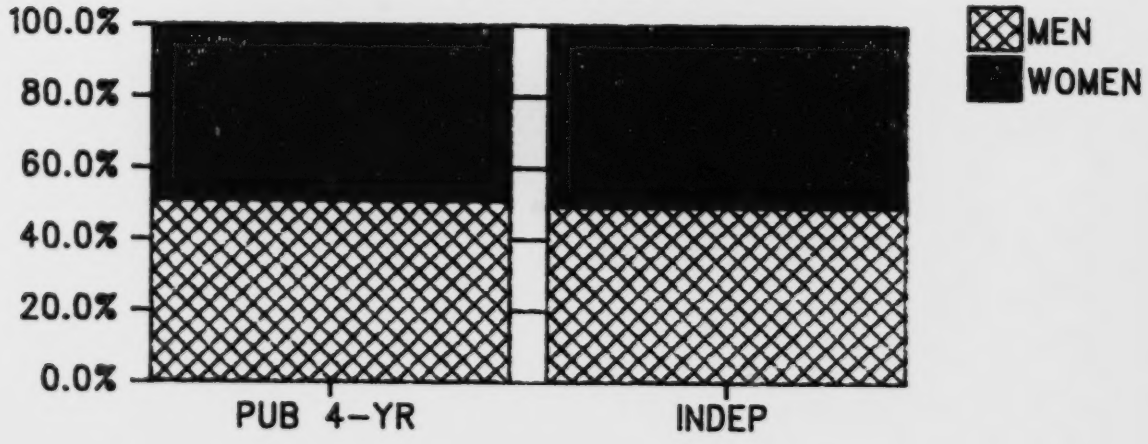
SOURCE: 1985 HEGIS, Degrees and Awards Report
U.S. Department of Education, Bulletin, March 1987
1986-87 Factbook on Higher Education

ASSOCIATE DEGREES
BY GENDER



1984–85

BACCALAUREATE DEGREES
BY GENDER



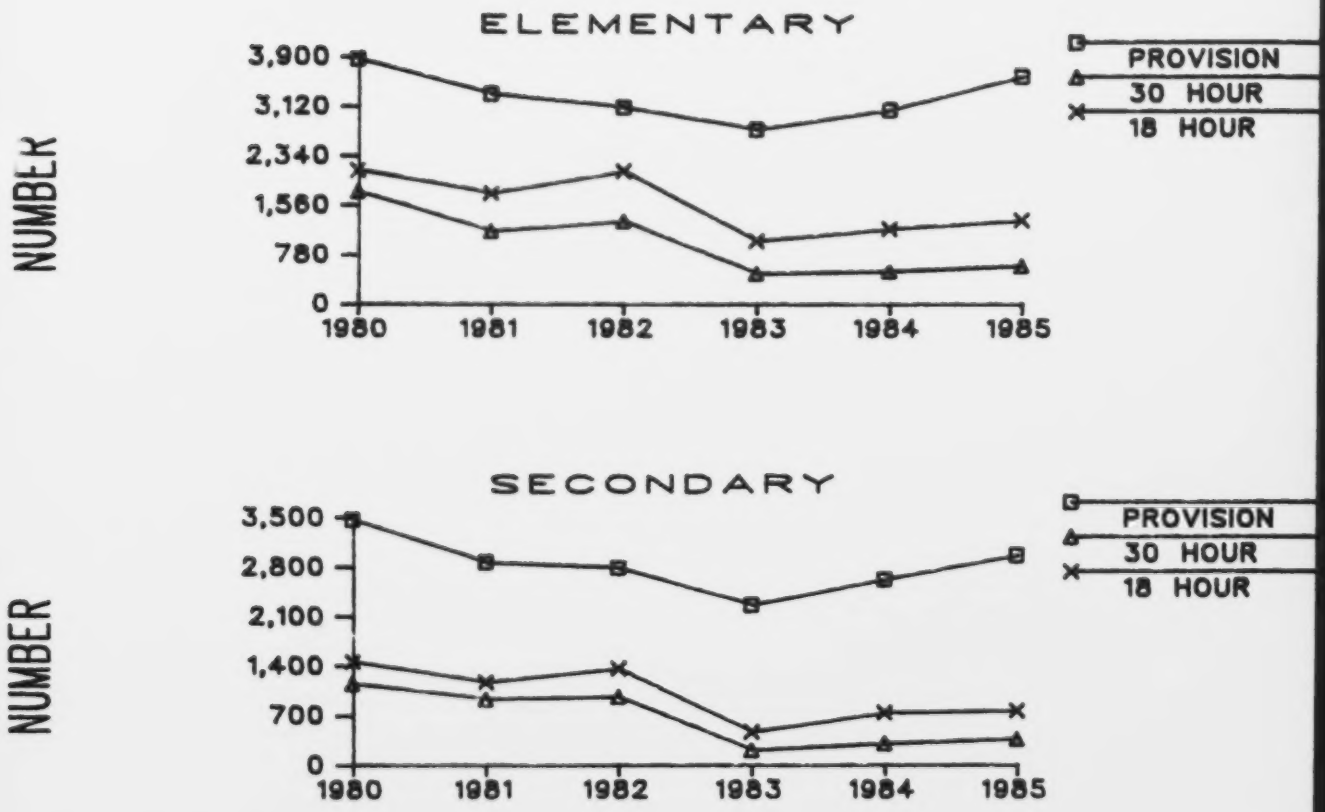
The numbers of students who were recommended for elementary and secondary teaching certificates by their respective colleges declined considerably from 1980 to 1983, with only modest increases from 1983 to 1985. Throughout this period, more elementary than secondary education students were recommended for certification.

Most of the certificates recommended were provisional. For this certificate, students must have completed requirements of a bachelor's teaching preparation program in an approved institution (of which there are 30 in Michigan). Next in volume have been recommendations for 18 hour certificates, which are made when the student has completed 18 semester hours of coursework beyond the baccalaureate and has completed three years of successful teaching experience.

Thirty-hour certificates require that the student complete thirty semester hours of coursework in a program planned with the institution, as well as the same teaching experience required of the 18-hour certificate. This has the category with the fewest certificate recommendations from 1980 to 1985 at both elementary and secondary levels.

SOURCE: Teacher Preparation and Certification Services, 1986

CERTIFICATES RECOMMENDED
BY COLLEGES



A total of 601 elementary programs and 832 secondary programs have been approved in both public and independent colleges and universities by the State Board of Education. These programs are in both major areas such as language arts, and in minor areas such as English, journalism, speech and reading. Major and minor programs, in all of the basic subject areas, are available in almost all of the thirty teacher preparation institutions. In Michigan, both elementary and secondary teachers must be certified in a major or a minor area before teaching.

SOURCE: Teacher Certification and Preparation Services, 1987

TEACHER PREPARATION

ELEMENTARY PROGRAMS

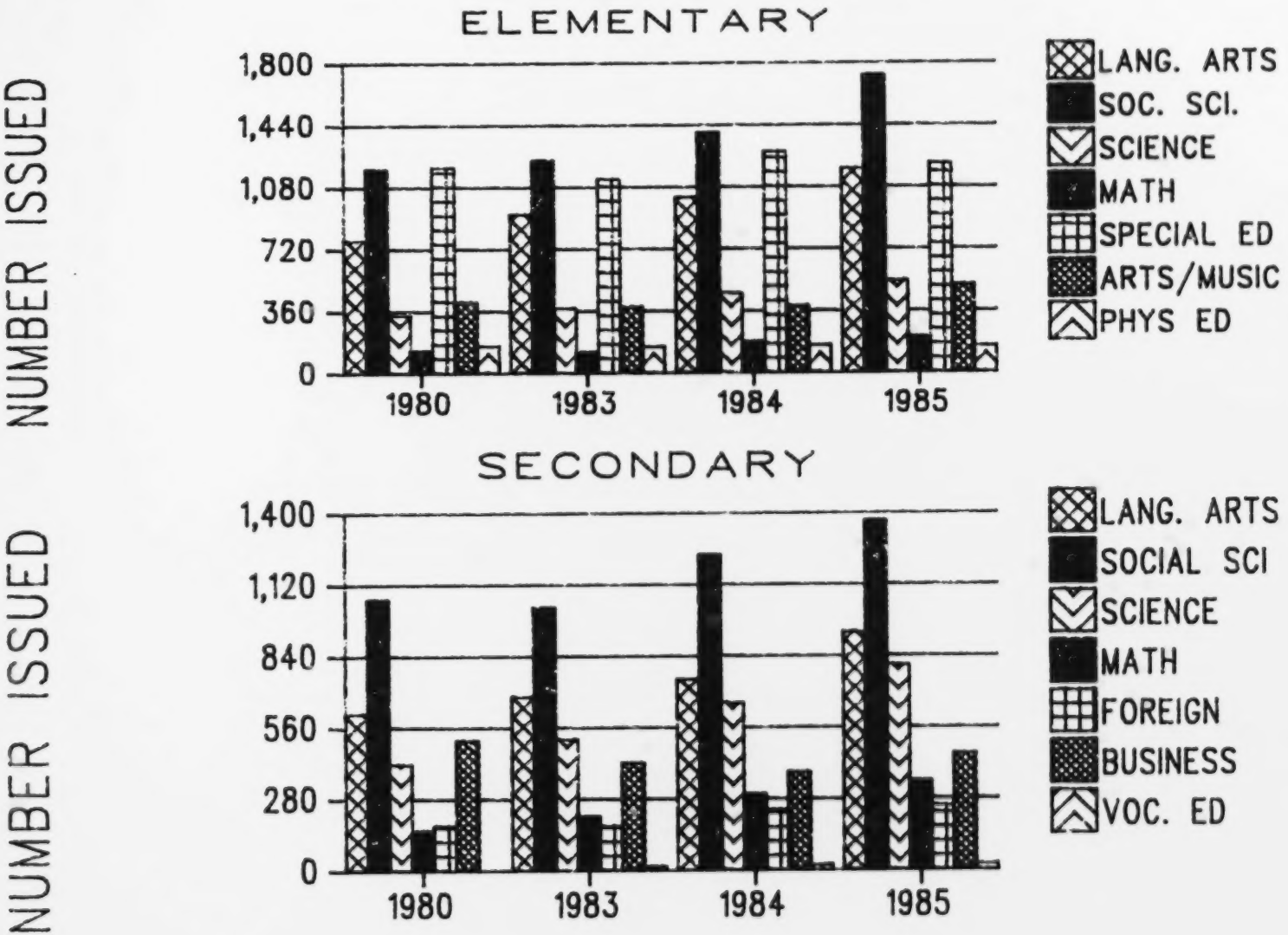
SECONDARY PROGRAMS

During 1985-86, the largest number of secondary level provisional teaching endorsements were issued in the social science subject area, followed by language arts, science and physical education/health. Mathematics, vocational/business education, foreign languages and arts/music/industrial arts and home economics accounted for fewer of the new endorsements granted. This pattern has been consistent throughout the 1980's. Although the relative increase in endorsements in the areas of mathematics and science have been greater than in other areas, these areas are still a small proportion of the overall number of endorsements.

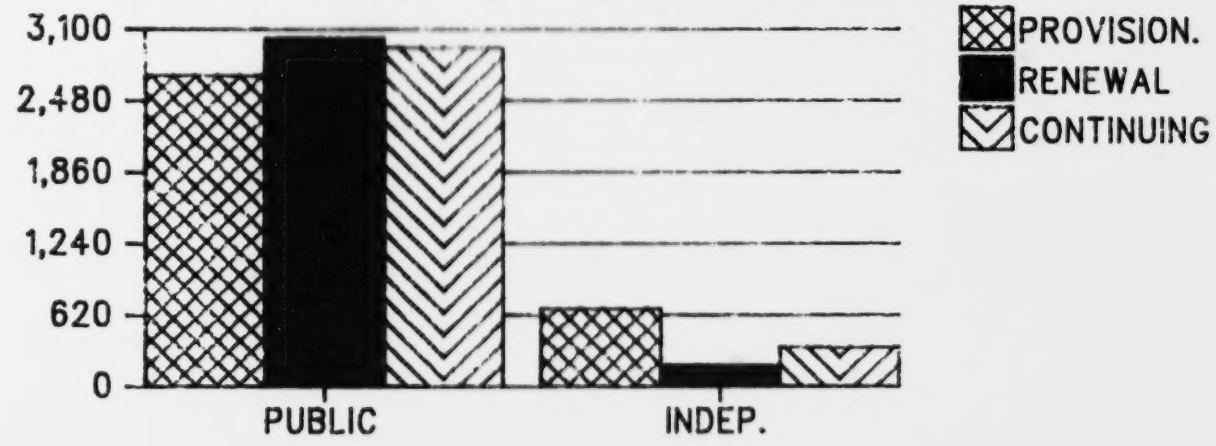
At the elementary level, most provisional endorsements wre in social science, followed by special education and language arts. Science, arts and music and mathematics were the areas with the fewest new endorsements. At the elementary level, mathematics and science did not show increases during the last five years to parallel their increases at the secondary level.

SOURCE: Teacher Certification and Preparation Services, 1987

ENDORSEMENTS ISSUED
BY SUBJECT AREA



CERTIFICATES RECOMMENDED
BY TYPE OF COLLEGE



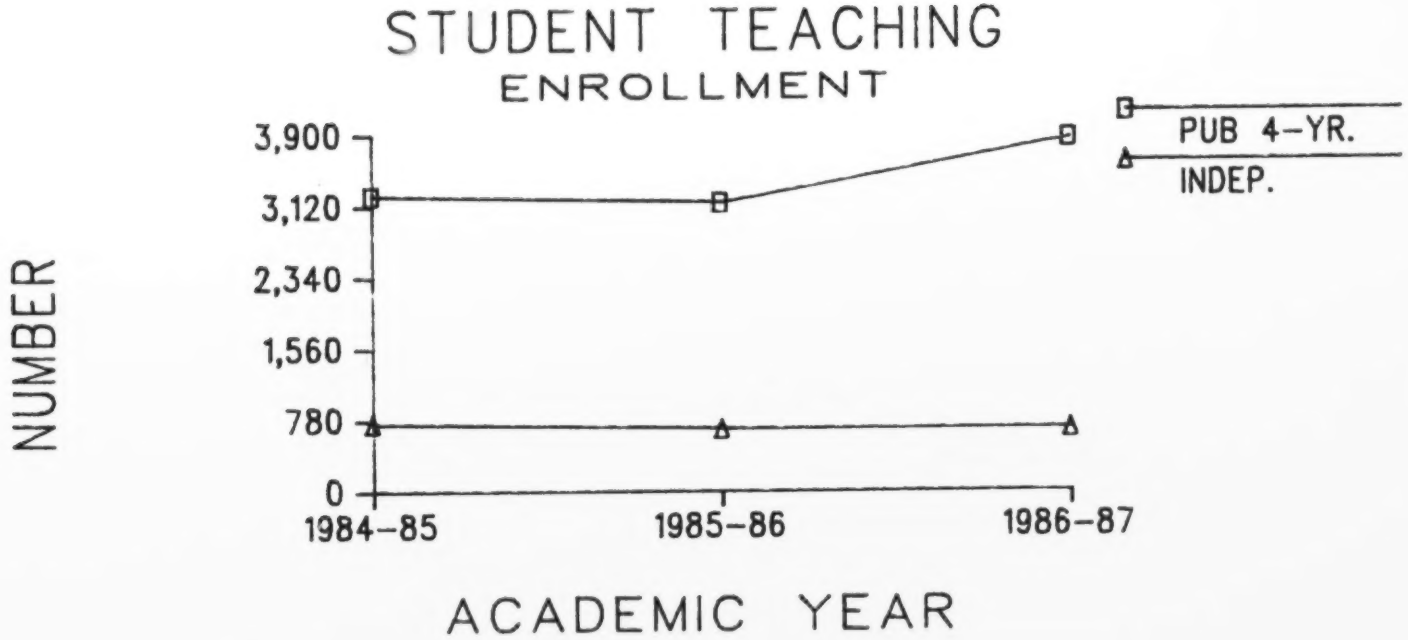
1985

Most of the students that colleges recommended for teaching certificates in 1985 came from public four-year college education programs. Public four-year colleges recommended 2,480 students for initial provisional certificates and slightly fewer than 3,100 teachers for renewal of expired provisional certificates. They recommended almost 2,700 teachers for continuing certificates.

Independent colleges made 1,191 certificate recommendations: 57% for initial provisional certificates, 15 % for provisional renewals and 28 % for continuing certificates.

Once issued, continuing certificates remain valid so long as the holder serves in a full- or part-time educational position at any level for a minimum of 100 days in any given five year period. On the other hand, provisional certificates have a prescribed period of validity after which a teacher must apply for further certification. The initial certificate is valid for up to six years, while a provisional renewal is valid for up to three years.

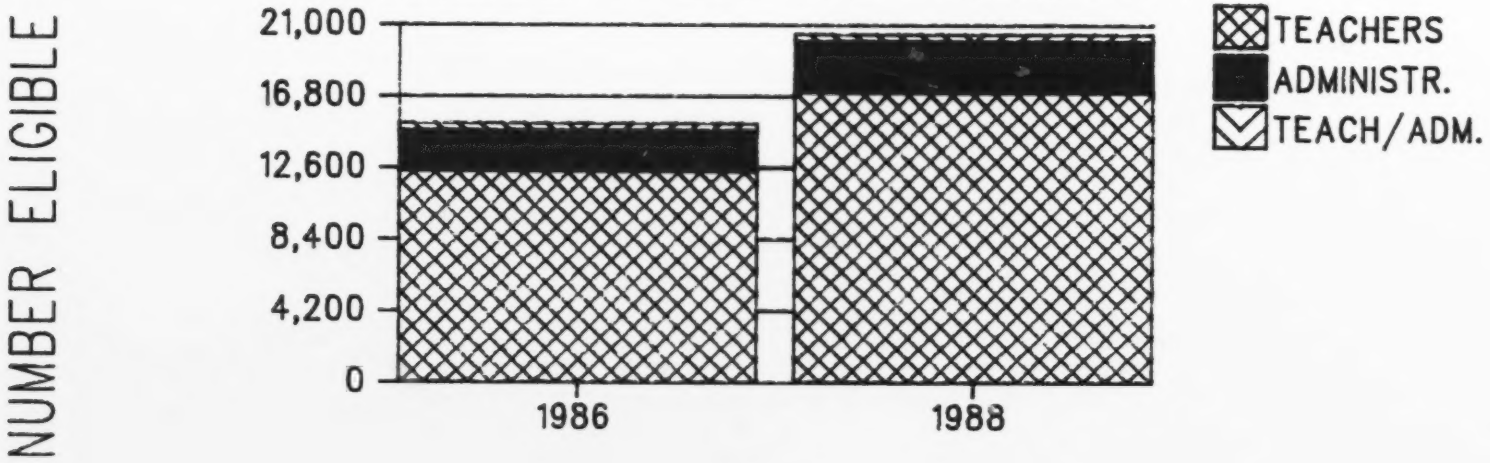
SOURCE: Teacher Preparation and Certification Services, 1987



The number of student teachers enrolled in Michigan public four-year colleges increased considerably during 1986-87 compared to the previous two years. The independent colleges enrolled a stable number of students in their student teaching programs during that three year period. Altogether, 12% more students enrolled in student teaching programs in 1986-87 than had the previous year.

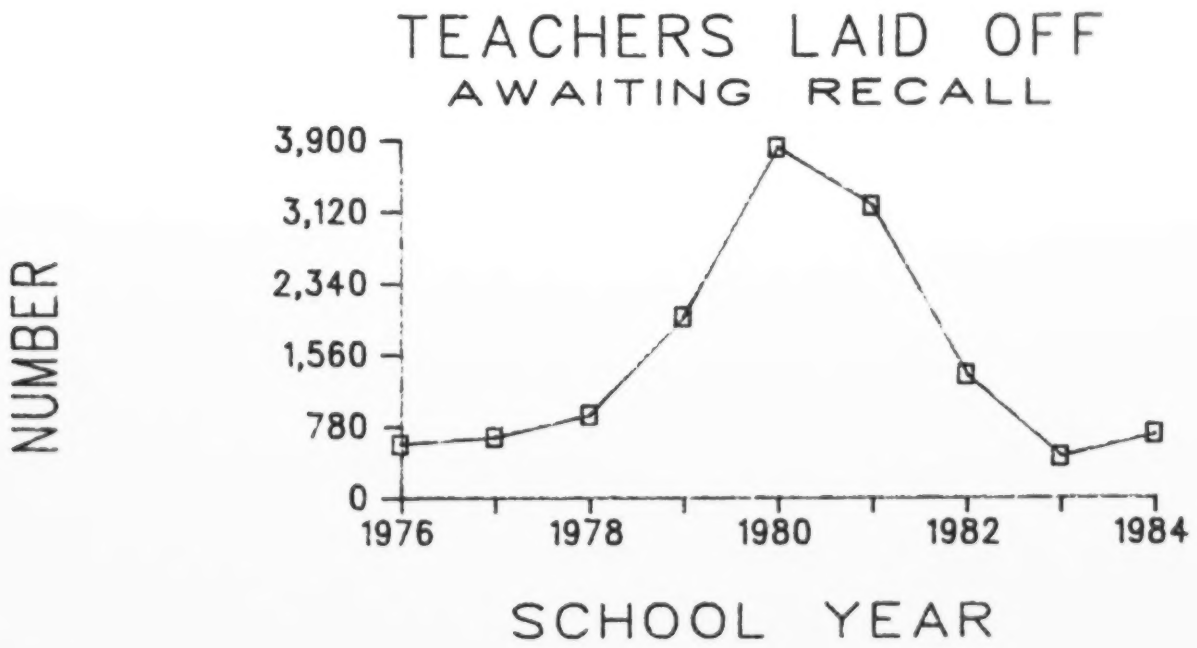
SOURCE: Teacher Certification and Preparation Services, 1987

PUBLIC SCHOOL STAFF
ELIGIBLE FOR RETIREMENT



More than 14% of currently employed public school teachers will be eligible for retirement in 1986 and more than 19% will be eligible in 1988. When teaching and administrative staff eligible for retirement are summed, more than 21% of Michigan's public school staff will be eligible to retire by 1988. Yet, the proportion of those eligible who will actually decide to retire is difficult to estimate, making projections of future demand uncertain.

SOURCE: Teacher Preparation and Certification Services, 1987

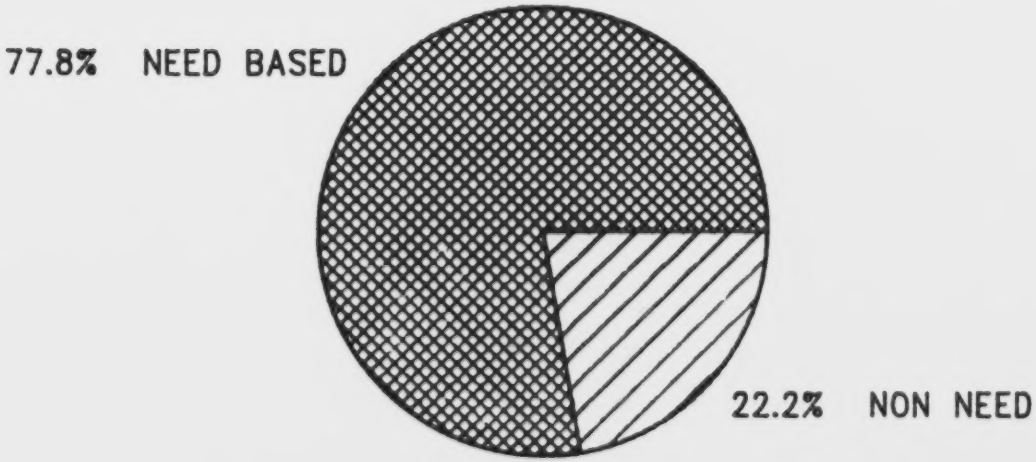


During the last decade, the overall level of demand for teachers has been weak, as indicated by the annual lay-off of at least 2,000 teachers. Most of those laid off were eventually recalled to their jobs during the school year, but some remained on lay-off awaiting recall. That number peaked during the 1980-81 school year, when 12,483 teachers were laid off by their school district. Even after recall, 3,823 remained unemployed. By 1984-85, when only 2,948 were laid off, 699 remained unemployed after recalls were completed.

SOURCE: Teacher Preparation and Certification Services, 1987

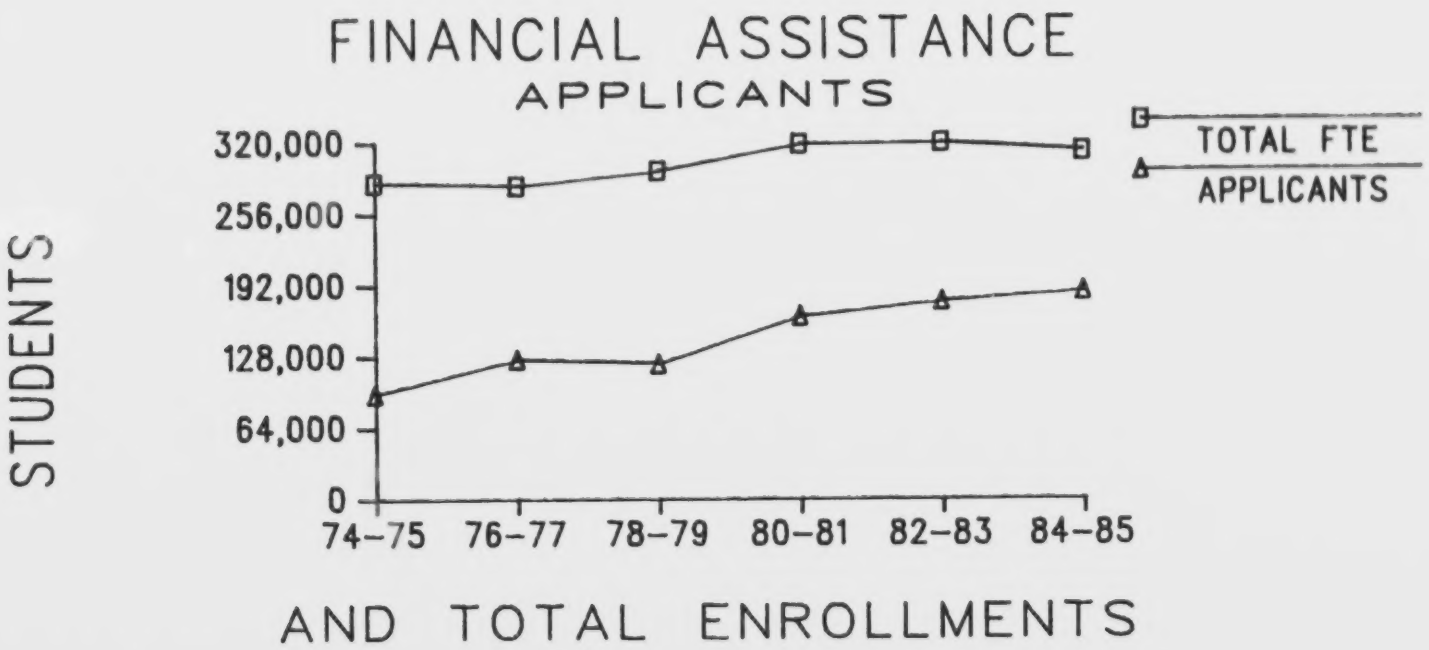
FINANCIAL ASSISTANCE

FINANCIAL ASSISTANCE
UNDERGRADUATES



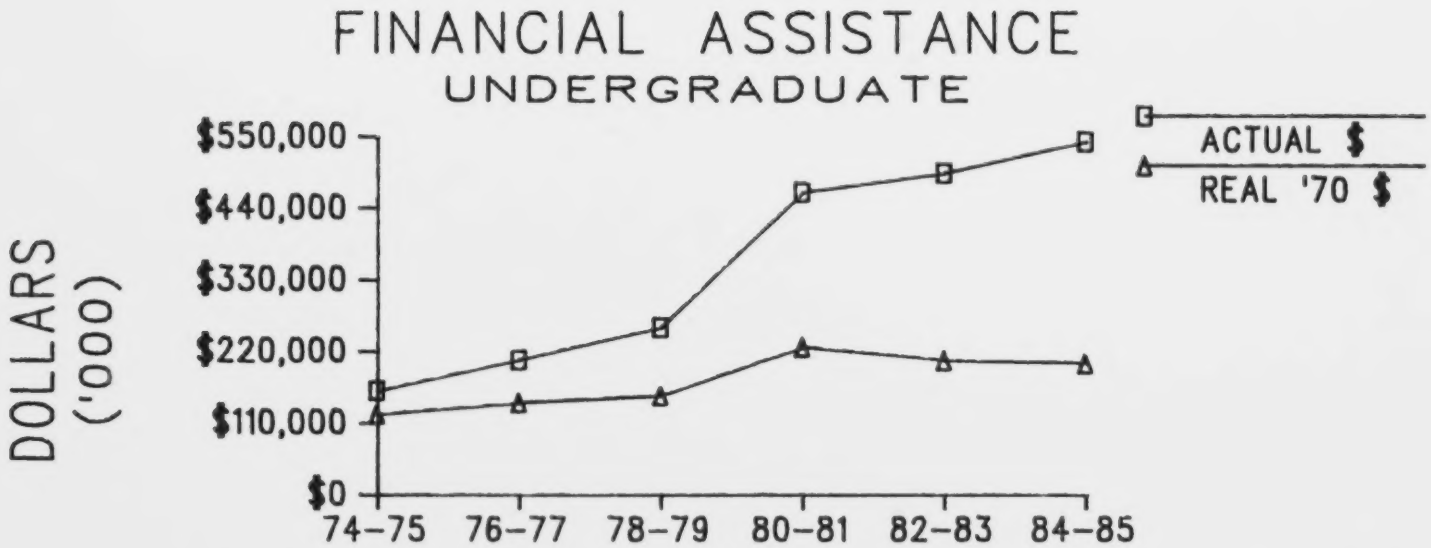
In 1984-85 slightly more than one-half billion dollars ($543,147,195) was awarded as financial assistance to undergraduate students enrolled in Michigan colleges and universities from all sources. The resource pool included federal and state funds, institutional dollars and private funds. Financial assistance is awarded on both a need- and non-need basis. Need-based assistance accounted for over three-fourths ($422,343,157) of the funds awarded in 1984-85 and consists of four general types of assistance: (1) scholarships, (2) grants, (3) educational loans, and (4) student work opportunities. Non-need based assistance accounted for 22.2% of the funds awarded to students and consists of scholarships based upon academic or athletic ability, other skill-based awards, loans, and employment.

SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987



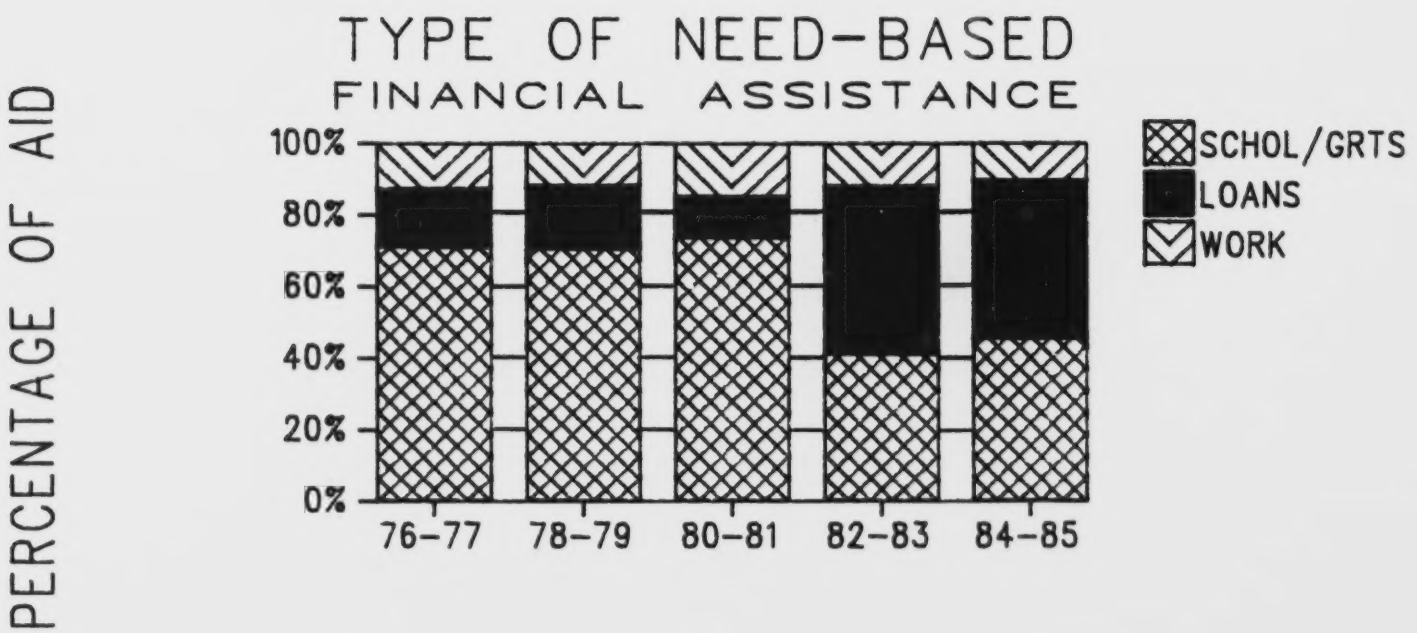
The number of undergraduate applicants eligible for financial assistance has increased at a greater rate than enrollments have increased, comparing 1980-81, 1982-83 and 1984-85. In 1974-75, students eligible for financial assistance represented 33% of enrollments and in 1984-85 represented 61% of enrollments. From 1978-79 through 1984-85, 96% of all undergraduate students who applied for financial assistance and documented need received some aid.

SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987



Although the resource pool available to students for both need- and non-need based financial assistance increased 241% in the last decade, controlling for inflation the increase in real dollars represents a 63% increase, roughly 6.3% per year. In fact, the major increase in financial assistance was from 1978-79 to 1980-81. In recent years financial assistance declined in real dollars.

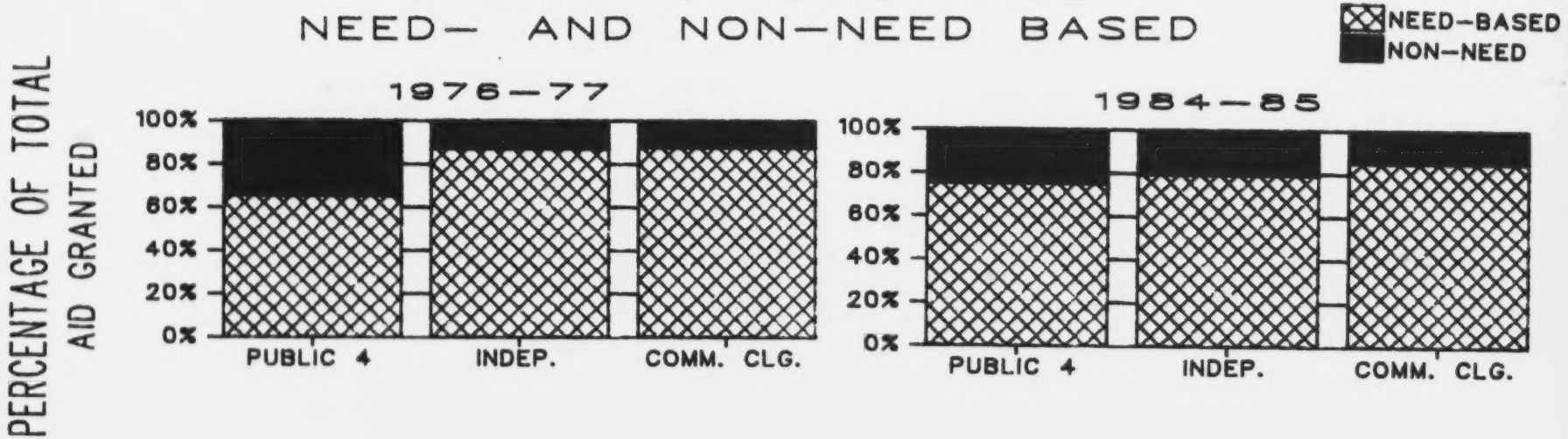
SOURCE: 1984-85 Michigan College and University Undergraduate Student Finacial Aid Survey Report, January 1987



Historically, scholoarships and grants were the major source of need-based financial assistance. That pattern shifted dramatically in 1982-83 as student loans approached 50% of the need-based awards. In 1984-85 loans were 44% of need-based assistance and grants and scholarships were 46%. Student employment, generally 12% to 15%, has dropped to 10% in 1984-85. The shift to loans is in large part a result of the guaranteed student loan program, a joint effort of the federal government and the private banking community which guarantees educational loans against default.

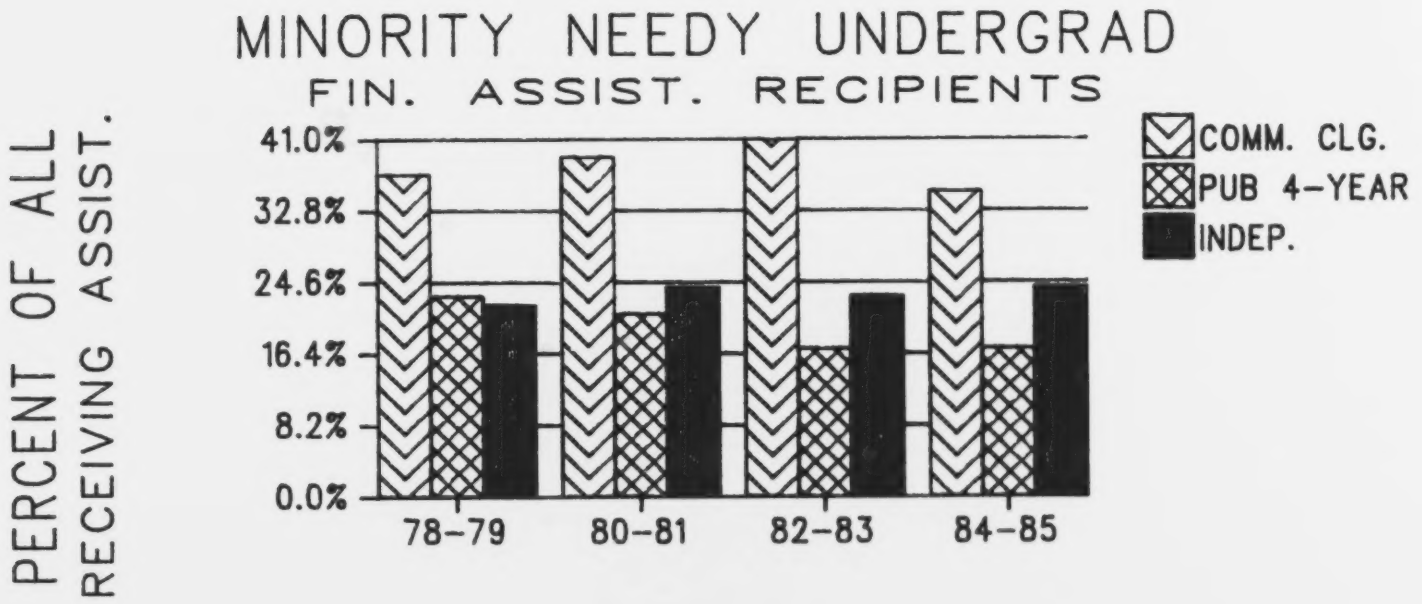
SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987

FINANCIAL ASSISTANCE
NEED— AND NON—NEED BASED



From 1976-77 to 1984-85 the percentage of financial assistance awarded on the basis of need increased from 75% to 78%. In both the community college sector and in the independent college sector the percentage of need-based assistance declined slightly. Among community colleges, need-based assistance has dropped from 88% of the awards to 85%. Independent college need-based assistance declined from 87% to 80%. Need-based assistance increased in the public college and university sector from 65% to 75%.

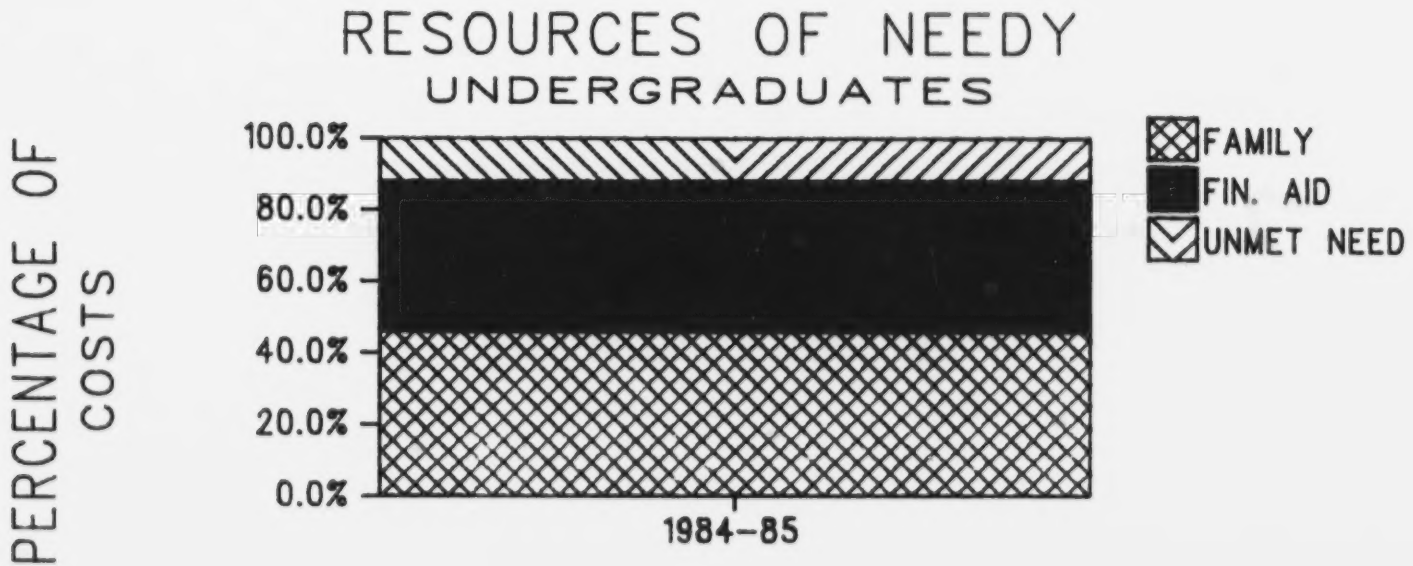
SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987



The overall number of minority students applying for financial assistance has not kept pace with the number of non-minority applicants. In 1978-79, 30% of the financial aid applicants were minorities; in 1984-85 minority applicants dropped to 24%. The ratio of applications to recipients for minority students has remained consistent over the years.

The minority proportion of all financial assistance recipients enrolled in public four-year colleges dropped since 1978-79 from 23% of the students receiving assistance to 17%. In the independent colleges, the proportion of minority financial assistance recipients increased slightly from 22% of the total to 24%. In community colleges, the proportion of minorities dropped from 37% of the total in 1978-79 to 35% in 1984-85. In 1982-83 minorities totaled 41% of all the students receiving assistance within community colleges.

SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987

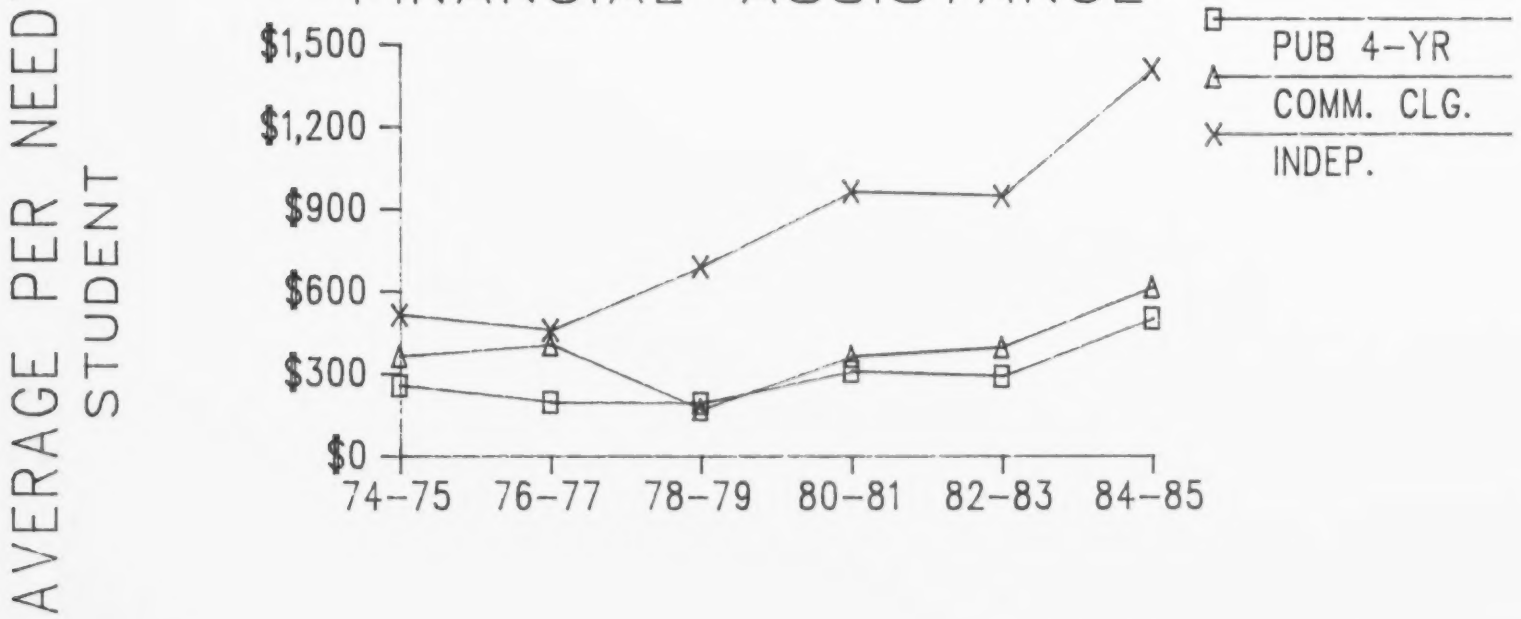


The average cost of college in 1984-85 was $5,926. Undergraduates who established evidence of financial need relied on their families to contribute 46% of their expenses ($2,733). Financial assistance in the form of scholarships and grants, loans and work study met 42% of college costs at $2,473, leaving 12% of student expenses unmet.

SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987

UNDERGRAD UNMET NEED

FINANCIAL ASSISTANCE



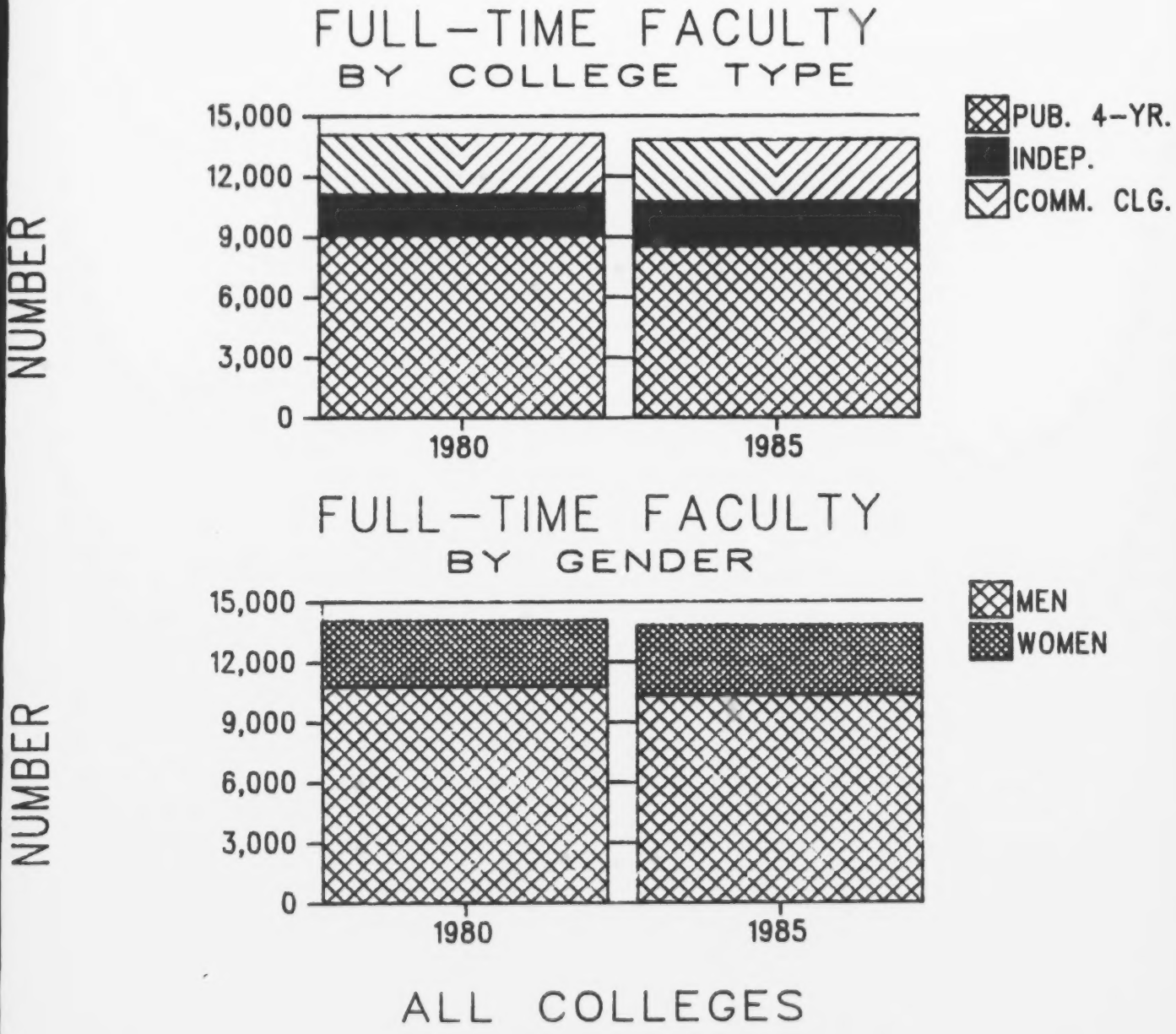
In 1984-85, colleges and universities reported an unmet need for financial assistance of $133,918,129. Unmet need is determined by examining the cost of attending the institution less the amount of financial assistance less the expected family contribution. In all, 186,728 students applied for and documented their need for financial assistance, leaving each student on the average, $720 short of meeting their college costs. Over the last ten years, unmet need per student has increased by 118%. The increase in unmet need has been greatest in the independent college sector (174%) followed by the public four-year sector (94%) and the community college sector (69%).

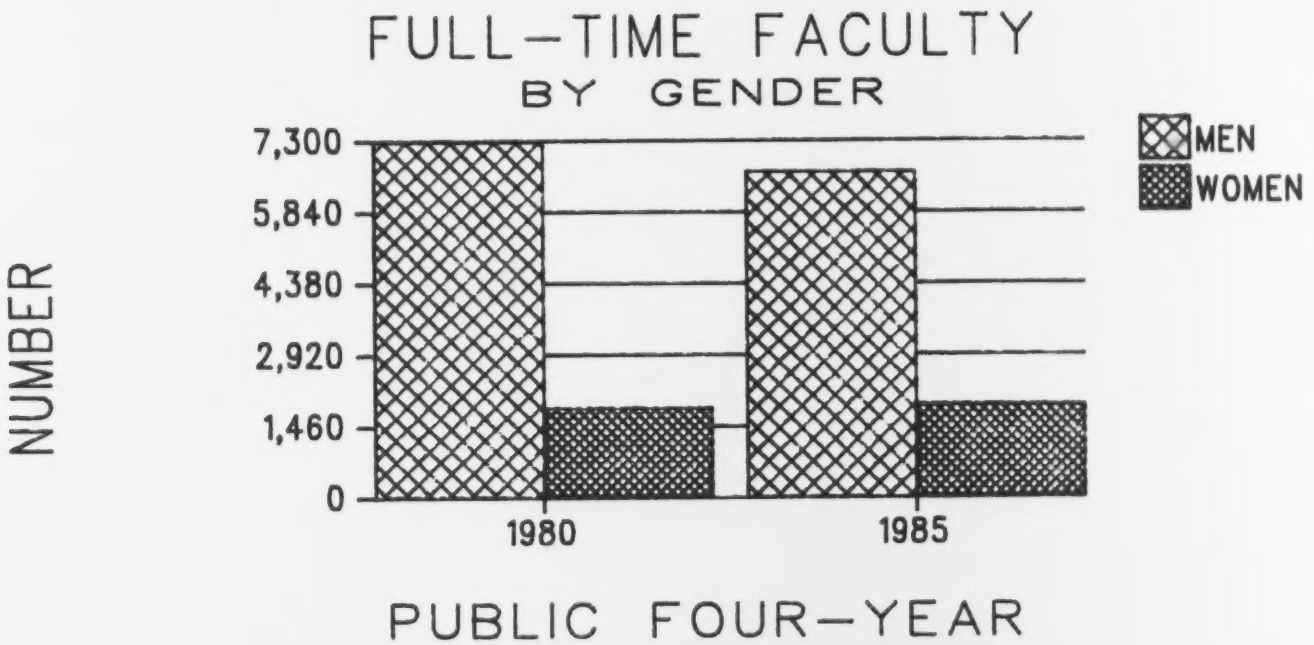
SOURCE: 1984-85 Michigan College and University Undergraduate Student Financial Aid Survey Report, January 1987

STAFF

The number of full-time faculty at Michigan colleges and universities declined from 14,084 in 1980 to 13,816 in Fall of 1985. Although the number of female faculty rose from 3,314 to 3,495, that small increase was more than offset by the decrease in the number of male faculty members from 10,770 in 1980 to 10,321 in 1985. The overall change in numbers masks different trends in the public four-year colleges, independent colleges and community colleges, since all decreases in faculty numbers occurred at public four-year colleges.

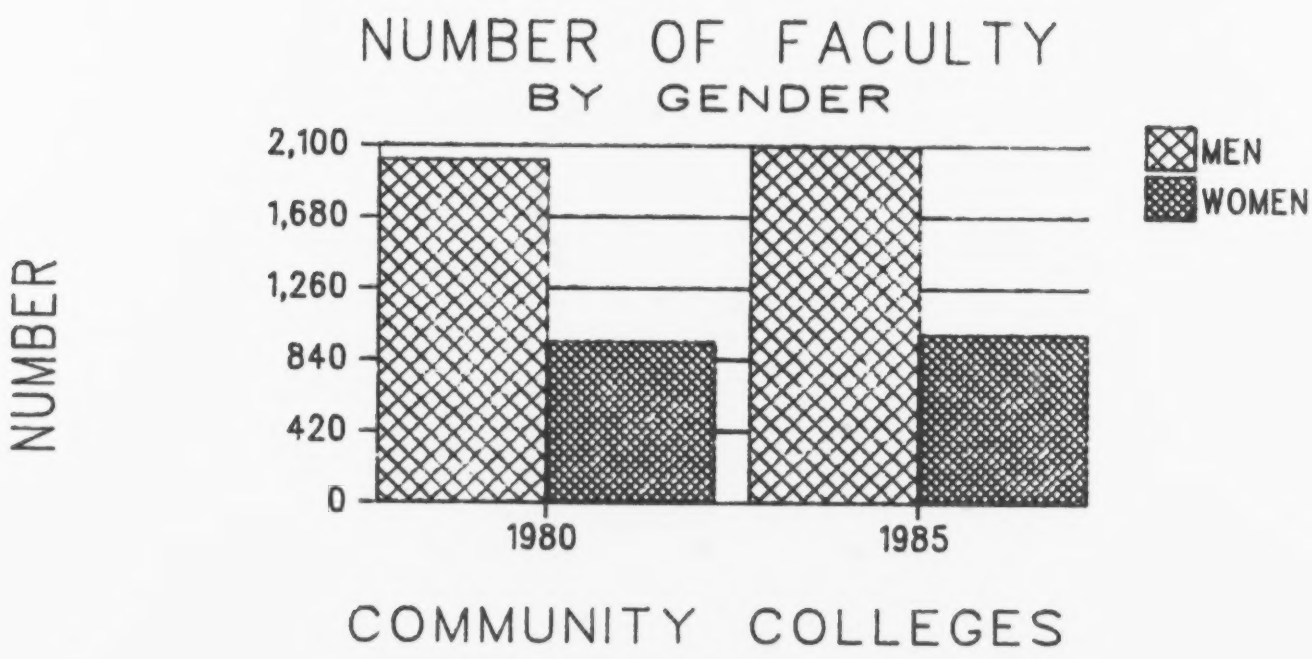
SOURCE: 1980 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report
1985 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report


FULL–TIME FACULTY
BY COLLEGE TYPE
NUMBER
15,000
12,000
9,000
6,000
3,000
0
1980
1985
PUB. 4–YR.
INDEP.
COMM. CLG.
FULL–TIME FACULTY
BY GENDER
NUMBER
15,000
12,000
9,000
6,000
3,000
0
1980
1985
MEN
WOMEN
ALL COLLEGES



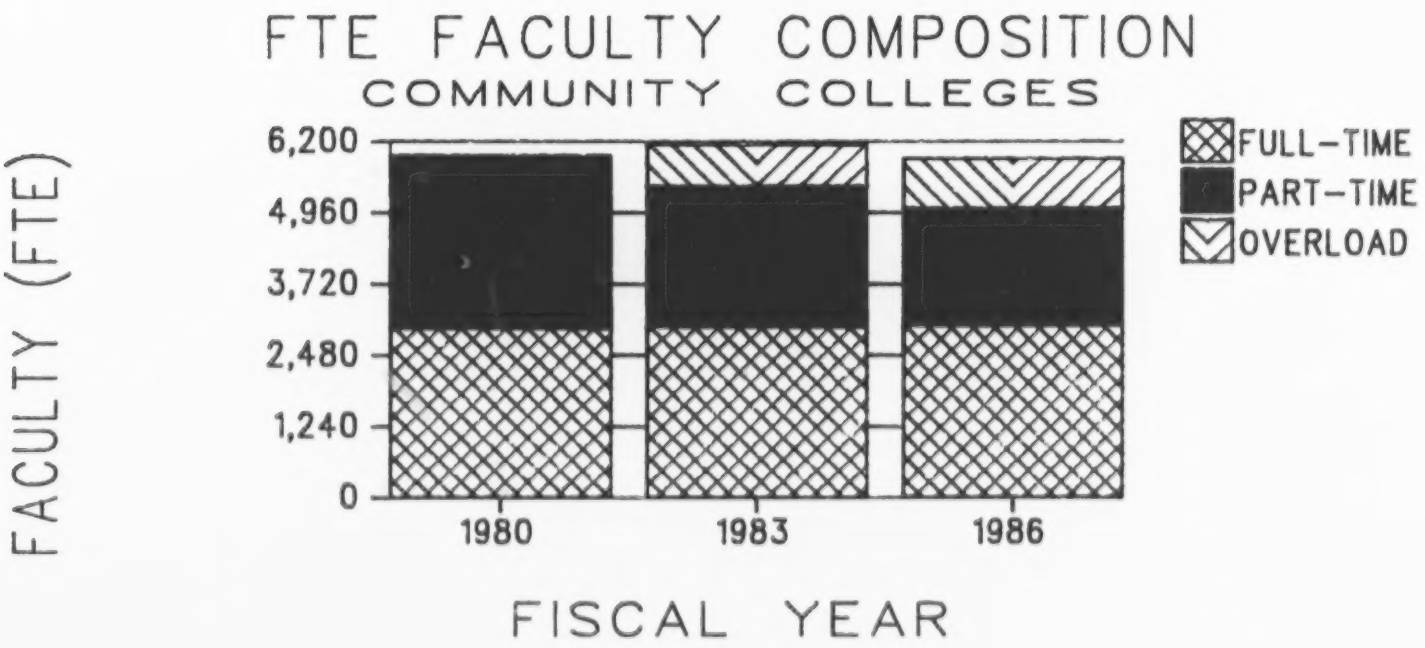
At the public four-year colleges, the number of full-time faculty members declined from 9,097 in 1980 to 8,558 in 1985. The number of male faculty members decreased from 7,279 to 6,663, while the number of full-time female faculty increased from 1,828 in 1980 to 1,895 in 1985.

SOURCE: 1980 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report
1985 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report



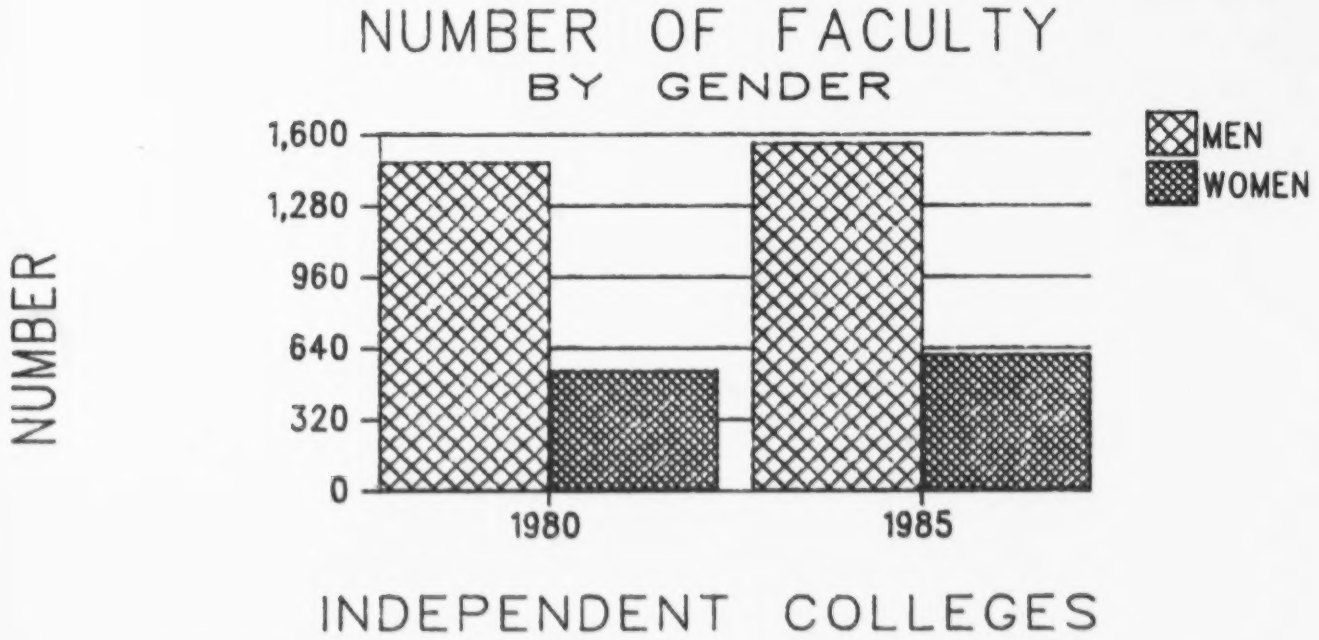
The number of full-time faculty members at community colleges rose from 2,964 in 1980 to 3,119 in 1985, with increases of about 4% for both men and women. Annual data collected only for the community college funding process indicate the impact of part-time faculty at community colleges.

SOURCE: 1980 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report
1985 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report



The number of full-time equated (FTE) community college faculty has followed the student enrollment trends of recent years, with a peak in 1982-83 and some decline since then. Analysis of the composition of these FTE positions shows that a stable core of full-time FTE faculty is augmented by varying employment of part-time and overload faculty (which were not separately recorded until 1983). In 1986, the total number of part-time and overload faculty was about the same as in 1980, but all the reduction in FTE since 1983 took place in the part-time category. The number of people employed part-time cannot be inferred from the data, but it is clear that part-time FTE has declined somewhat as a proportion of faculty, with more reliance on regular faculty taking on overload assignments.

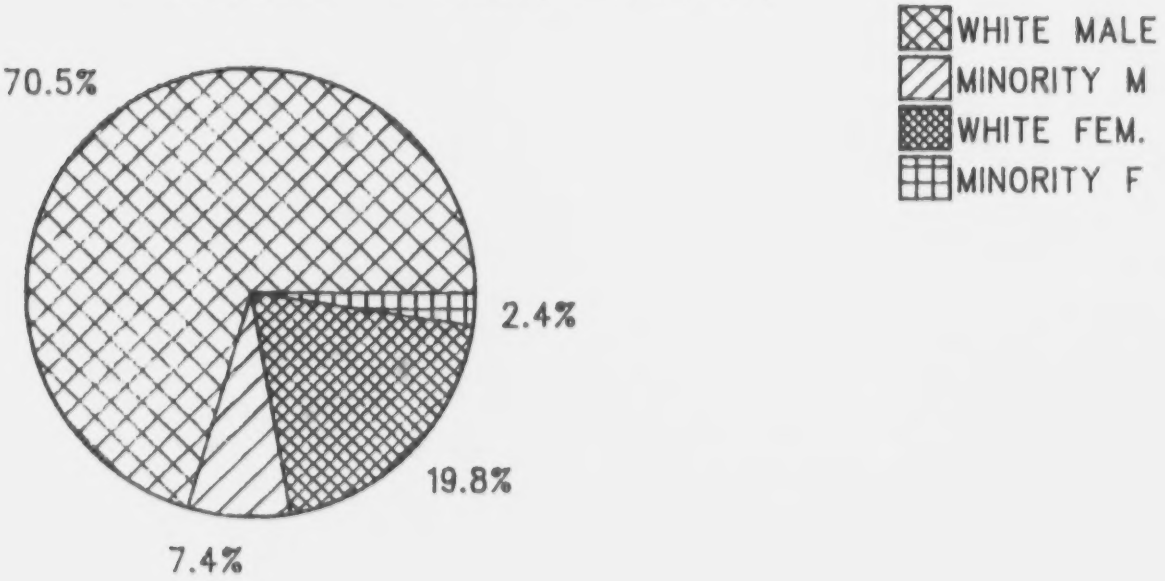
SOURCE: 1985-86 Activities Classification Structure Data



The number of full-time faculty employed at independent colleges rose from 2,013 in 1980 to 2,169 in 1985, with similar levels of increase for men and for women.

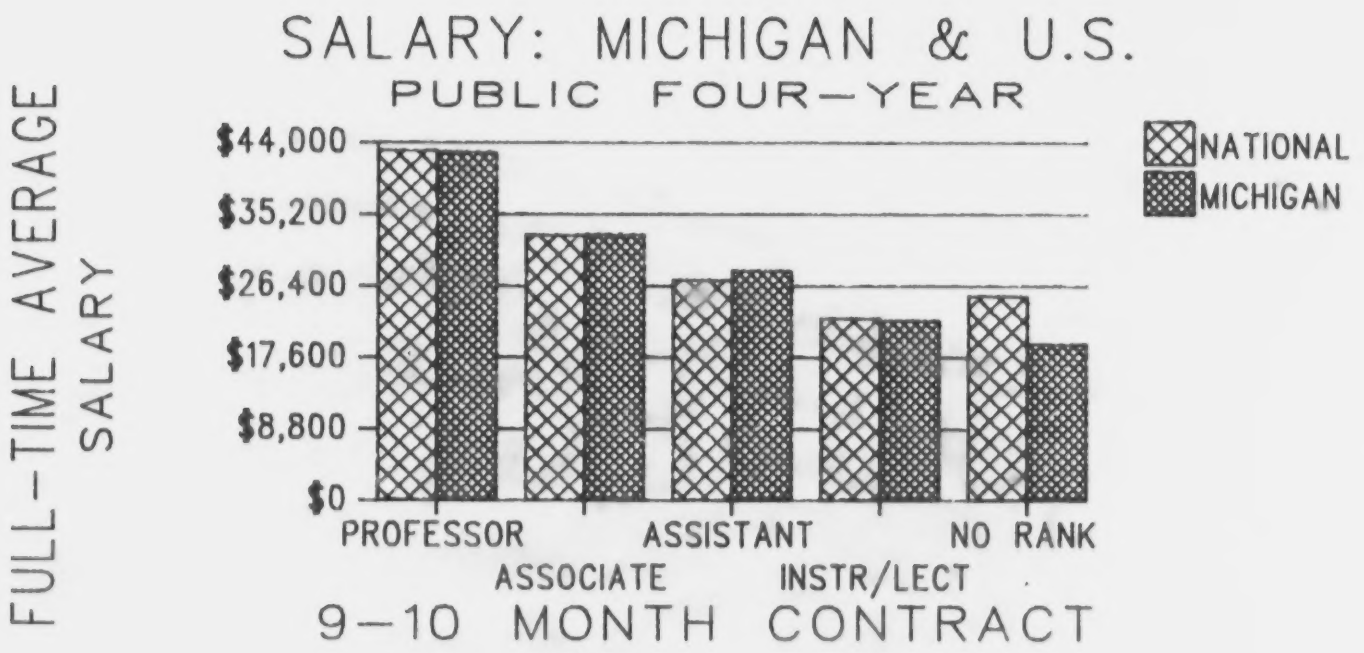
SOURCE: 1980 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report
1985 HEGIS, Fall Salaries, Tenure and Fringe Benefits Report

1985 FACULTY
PUBLIC FOUR-YEAR



The American Association of University Professors (AAUP) collected data on the numbers of minority faculty at public four-year colleges in the Fall of 1985. All minority groups, including non-resident aliens, are included in the aggregate figures for minority faculty. Three institutions noted that they were providing data on full-time, tenure-stream faculty for full-time faculty; the other institutions did not specify their definition of faculty. Definitions may not be consistent with HEGIS definitions. The colleges reported that 9.8% of all faculty were minority members: 7.4% were male minority members and 2.4% female minority members.

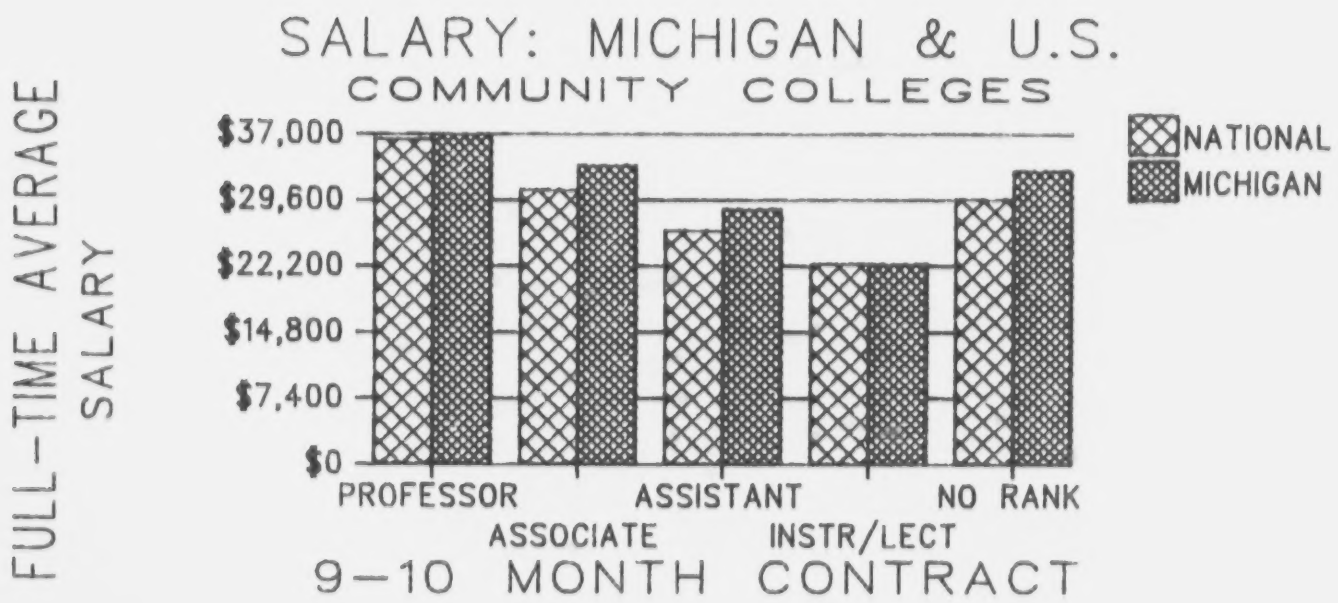
SOURCE: AAUP Committee W Report, January 1987



Across all sectors and ranks, the average 9-10 month full-time faculty salary in Michigan was $33,039 in 1985-86. Type of institution and rank of faculty underlie much of the variation around that average number.

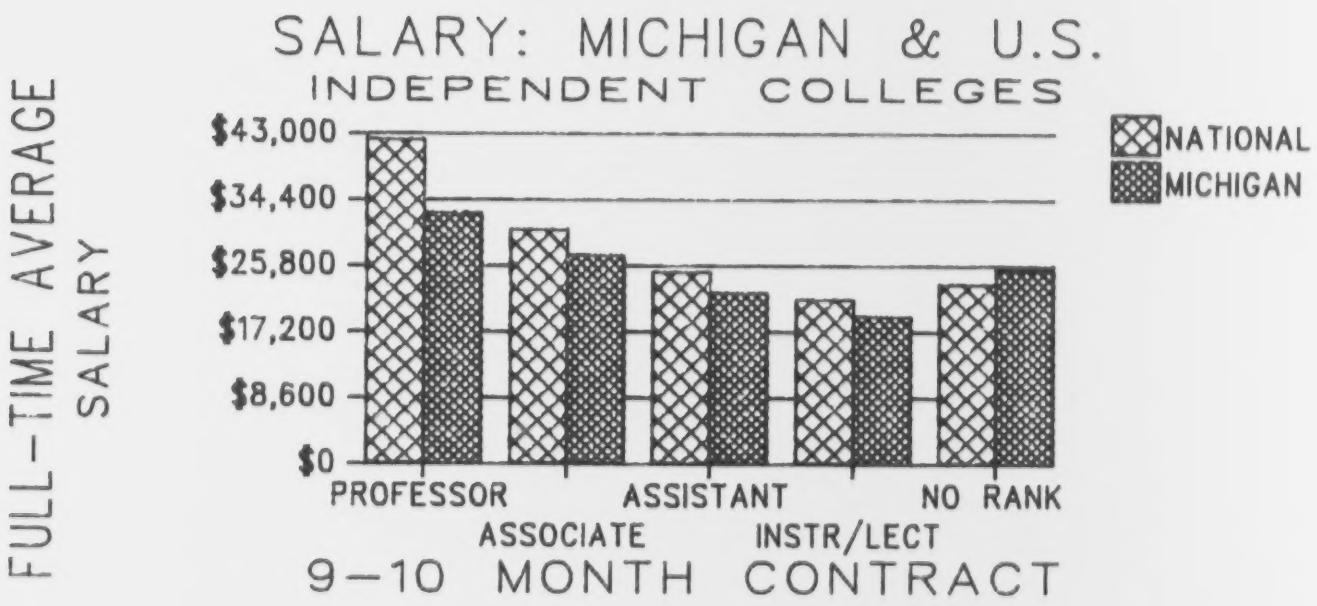
Public four-year college salaries in Michigan were below the national average at the full-professor rank and for faculty with no rank, but slightly above the national average for other ranks.

SOURCE: 1985 HEGIS, Fall Staff Report (These do not include 11-12 month faculty or part-time faculty)
U.S. Department of Education Bulletin



At each rank and for unranked full-time faculty, Michigan community colleges exceeded the national averages for public two-year college faculty salaries.

SOURCE: 1985 HEGIS, Fall Staff Report (These do not include 11-12 month faculty or part-time faculty)
U.S. Department of Education Bulletin

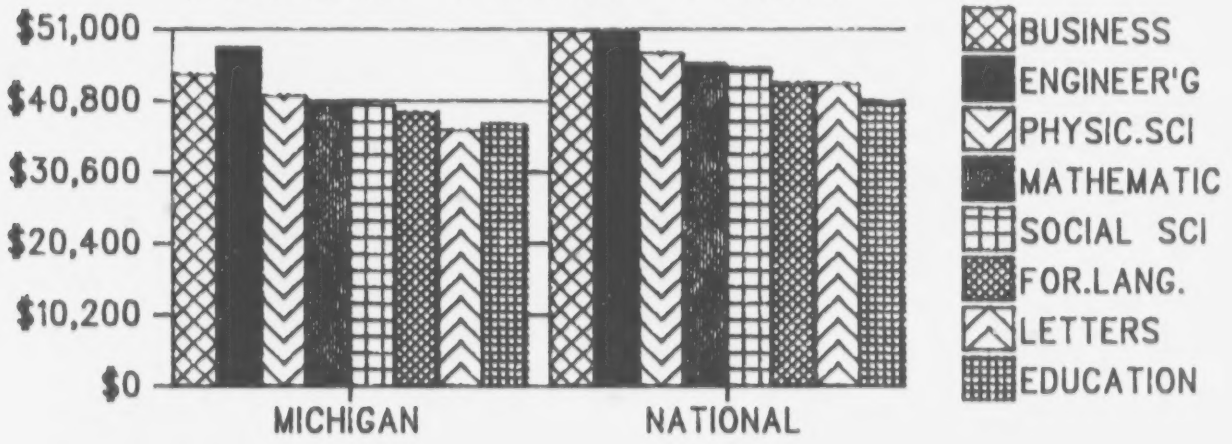


Michigan independent colleges, across all ranked levels, earned lower salaries than the national average for private colleges, while unranked faculty exceeded the average national salary for their group.

SOURCE: 1985 HEGIS, Fall Staff Report (These do not include 11-12 month faculty or part-time faculty)
U.S. Department of Education Bulletin

FACULTY SALARY BY AREA

PUBLIC FOUR-YEAR



FULL PROFESSORS 1985

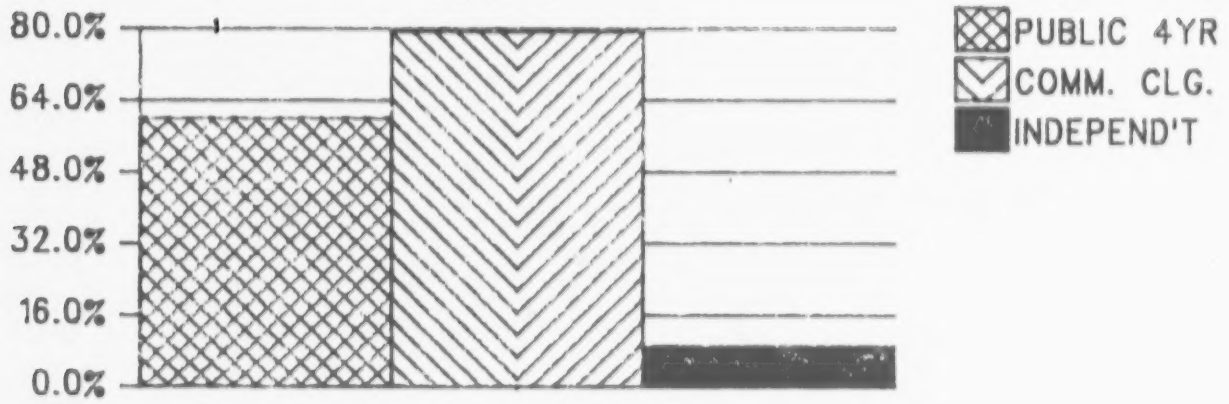
Michigan data on the salary of public four-year college faculty by discipline area and rank indicate that the highest average salaries in 1985 were earned by full professors teaching in the professional programs of law ($64,978) and medicine ($52,187). A focus on eight programs that employ the greatest number of faculty in Michigan shows a salary range for full professors that extends from $36,622 in letters to a high of $48,232 in engineering.

The closest national data, collected by the National Association of State Universities and Land Grant Colleges, is similar in pattern to Michigan data for the eight disciplines identified. Full professors in business averaged $50,792 followed by engineering professors at $50,390, while the lowest average salaries were earned by professors of education ($40,577) and Letters ($43,283).

SOURCE: 1981-86 HEIDI Data, Michigan Department of Management and Budget
1986 American Association of University Professors, Committee Z, based on National Association of Land Grant Colleges and Universities

FACULTY UNIONIZATION

1986



Three faculty unions or associations represent faculty at various colleges and universities in Michigan: The Michigan Education Association (MEA), the American Association of University Professors (AAUP) and the Michigan Federation of Teachers (MFT). By type of college, there are differences in the extent of unionization and in the particular collective bargaining agent chosen by faculty.

Community colleges are most extensively unionized, with 79% of the colleges having an agreement with a faculty collective bargaining agent. The Michigan Federation of Teachers represents faculty at four colleges, while the Michigan Education Association represents faculty at nineteen.

Nine of the fifteen public four-year colleges bargain with a faculty association. Here, the Michigan Education Association represents faculty at four colleges while the American Association of University Professors represents faculty at five colleges.

Only six of the independent colleges now bargain with a faculty association. In each case, the Michigan Education Association represents faculty.

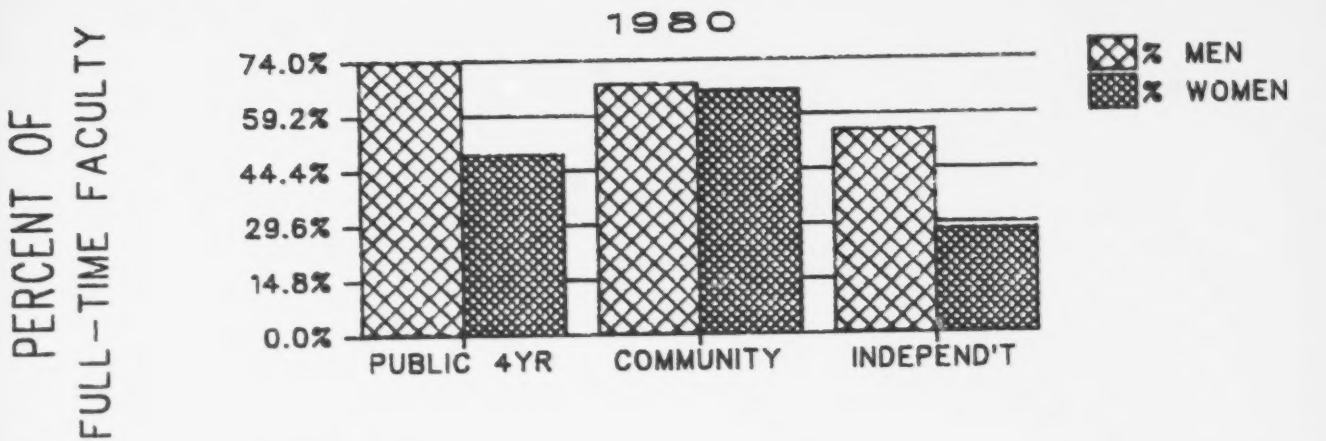
SOURCE: Higher Education Management Services, 1987

The proportion of all full-time faculty members who hold tenure in their institution is greatest among the public four-year colleges and universities and least among the independent colleges. While more than half of both male and female full-time community college faculty are tenured, eleven of these twenty-nine colleges did not have a tenure system at all in 1980 or 1985. The community colleges also employ a large proportion of part-time faculty on an intermittent basis.

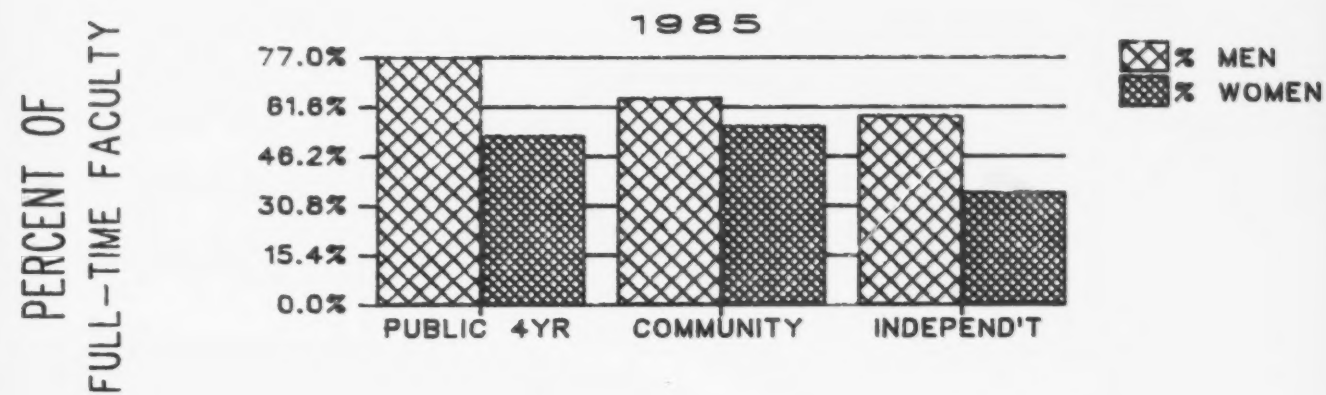
Between 1980 and 1985, the proportion of men and women with tenure at community colleges declined, with the greatest decrease in the proportion of women faculty holding tenure, which declined from 65.7% in 1980 to 55.6% in 1985. Independent colleges had the greatest increase in the proportion tenured, with a greater proportionate increase for women than for men, but even in 1985, seventeen of the independent colleges reported no tenured faculty. Public four-year colleges and universites increased about 4% in the proportion of full-time faculty holding tenure, with similar increases for men and women.

Across all sectors, the proportion of full-time faculty holding tenure held constant at just over 65% from 1980 to 1985. In the same period, the number of full-time faculty declined from 14,084 to 13,816, with the decline centering among men at public four-year colleges.

SOURCE: 1980 HEGIS, Fall Staff Report
1985 HEGIS, Fall Staff Report

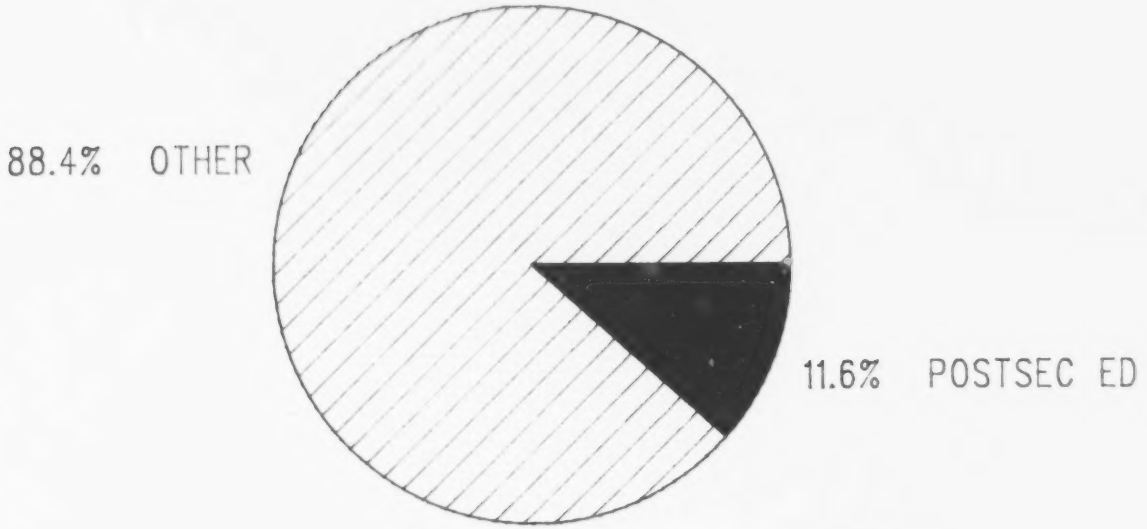


TENURED FACULTY
BY GENDER AND COLLEGE



FINANCE

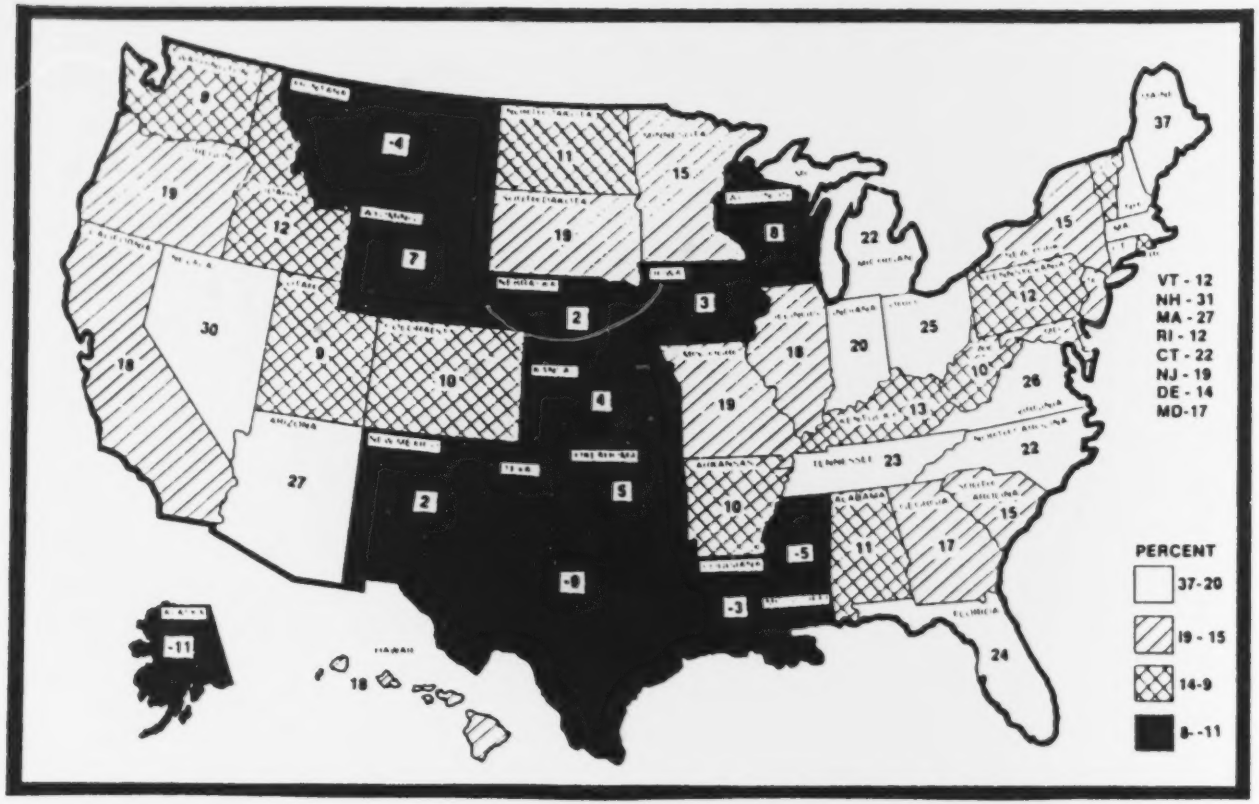
STATE BUDGET 1987-88
POSTSECONDARY EDUCATION



In the 1988 fiscal year budget, almost 12% of the $11.1 billion in state expenditures from state revenue sources are intended for public colleges and universities and community colleges. Of the remaining budget, 24.8% is intended for K-12 education, 18.0% for social services, 9.9% for transportation, 8.9% for health, 8.0% for law enforcement and public safety, and 5.4% for economic development, environment and regulation. The rest is divided among general government services such as capital outlay, debt service, and revenue sharing.

SOURCE: Budget Message of the Governor, 1987-88

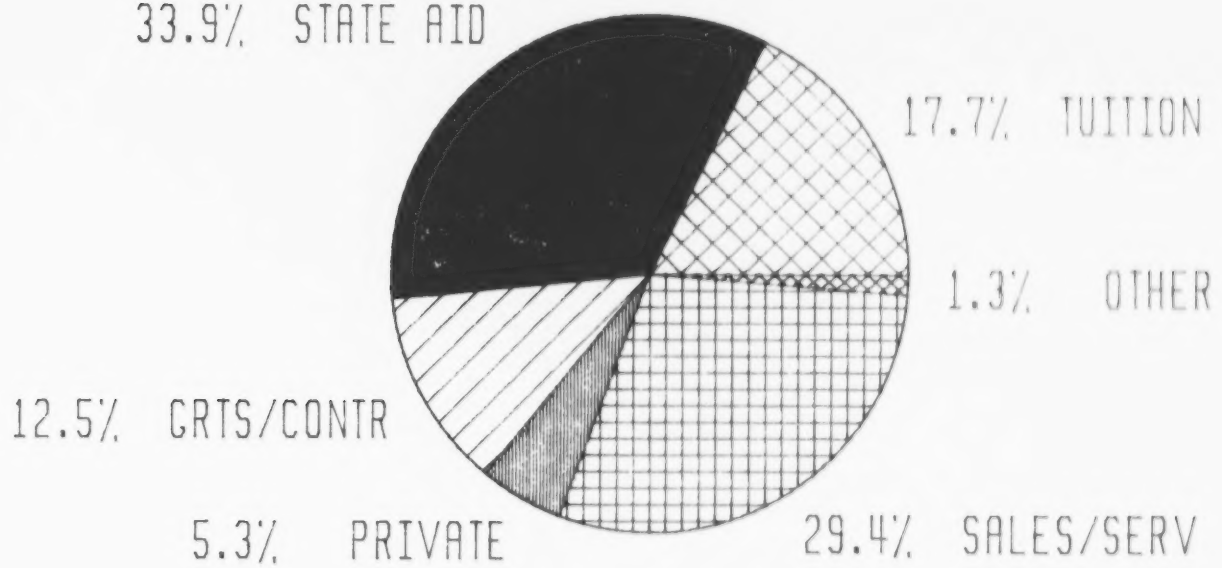
PERCENTAGES OF TWO-YEAR GAINS IN APPROPRIATIONS OF STATE TAX FUNDS FOR ANNUAL OPERATING EXPENSES OF HIGHER EDUCATION IN THE FIFTY STATES, FISCAL 1987 OVER FISCAL 1985



A comparison of two-year gain in state appropriations for higher education ranked Michigan tenth, in the top quartile with twelve other states. Michigan's gain was 22.2% while the average two-year gain for the thirteen states in the top quartile was 26.1%.

SOURCE: Appropriations State Tax Funds for Operating Expenses of Higher Education 1986-87

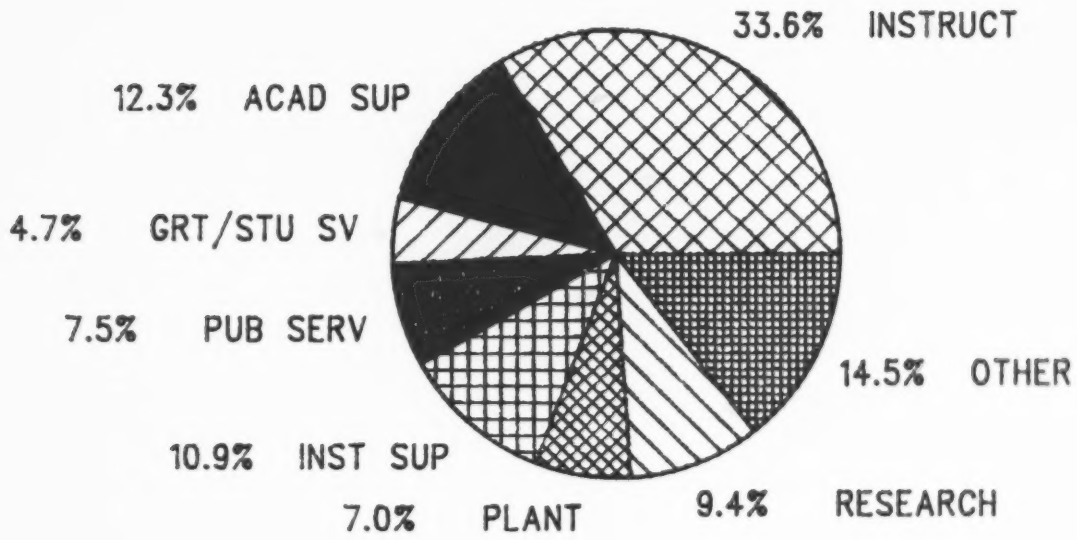
REVENUE SOURCES 1985-86
PUBLIC FOUR-YEAR COLLEGE



State aid was the largest current fund revenue source for Michigan's fifteen public colleges and universities, 33.9% of total current fund revenues in 1985-86. Revenue from the sale of educational activities (29.4%) was the second major source of revenue followed by tuition and fees (17.7%) of current fund revenues, was the second major source of revenue. In 1983-84, the latest year for which national data are available, tuition and fees were 16.3% of current fund revenues nation-wide and state aid was 44.2%. Michigan relied on private fund sources for 5.3% of revenues, slightly above the national percentage of 4.2%.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
(Sales and services, University of Michigan Hospital are excluded)
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

EXPENDITURES – 1985–86
PUBLIC FOUR–YEAR COLLEGE

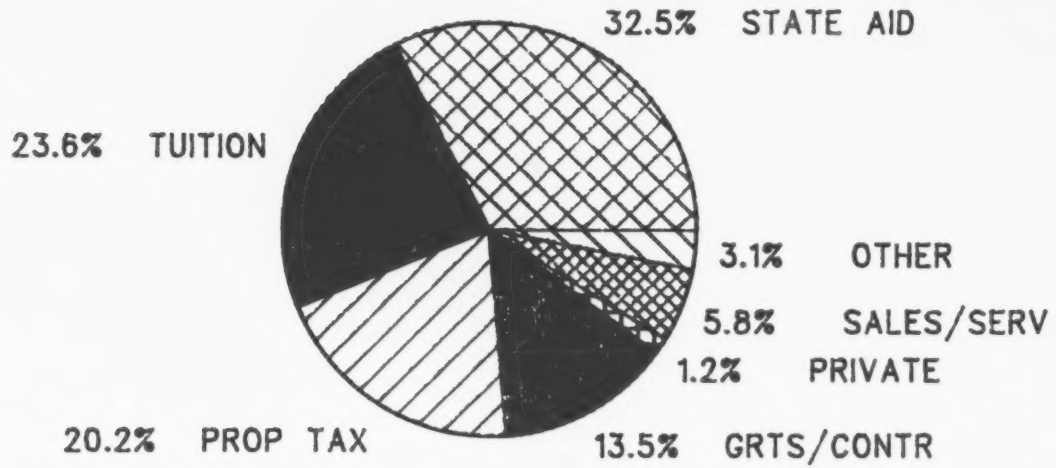


Among Michigan public colleges and universities, the largest expenditure category in fiscal year 1986 was instruction, which represented 33.6% of current fund expenditures. national data for 1983-84, the latest year for which data are available, show instruction at 37.2% of total current fund expenditures. In Michigan, instruction was followed by academic support at 12.3%, institutional support at 10.9%, research at 9.4%, public service at 7.5%, plant expenditures at 7.0% and student services/grants and scholarships at 4.7%. National data show a greater percentage of total current fund expenditures for research (12.0%), physical plant (9.2%) and student services/grants and scholarships (7.3%).

Michigan institutions as a group expended more than institutions nationally in the areas of academic support, institutional support and public service. National expenditures as a percentage of total were 8.1%, 8.9% and 5.0% respectively.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
(University of Michigan Hospital expenditures excluded)
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

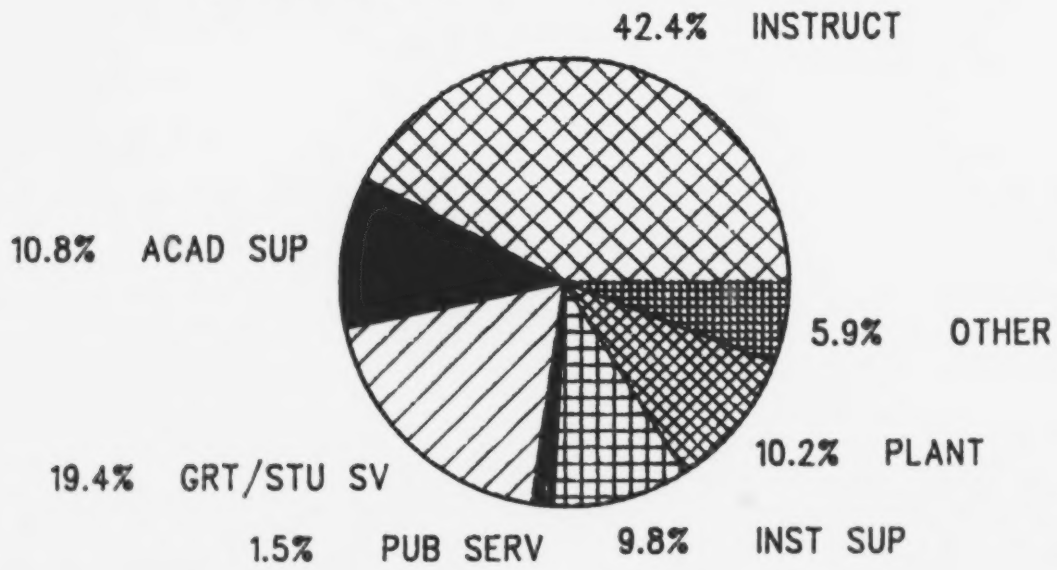
REVENUE SOURCES 1985-86
COMMUNITY COLLEGES



State aid, with a 32.5% share, was the largest current fund revenue source for Michigan's twenty-nine community colleges in 1985-86. Michigan community colleges relied more heavily on tuition (23.6%) and property tax revenue (20.2%) when compared with colleges nationally, where tuition was 17.7% of current fund revenue, property tax 17.2% and state aid 46.7%.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

EXPENDITURES – 1985–86
COMMUNITY COLLEGES

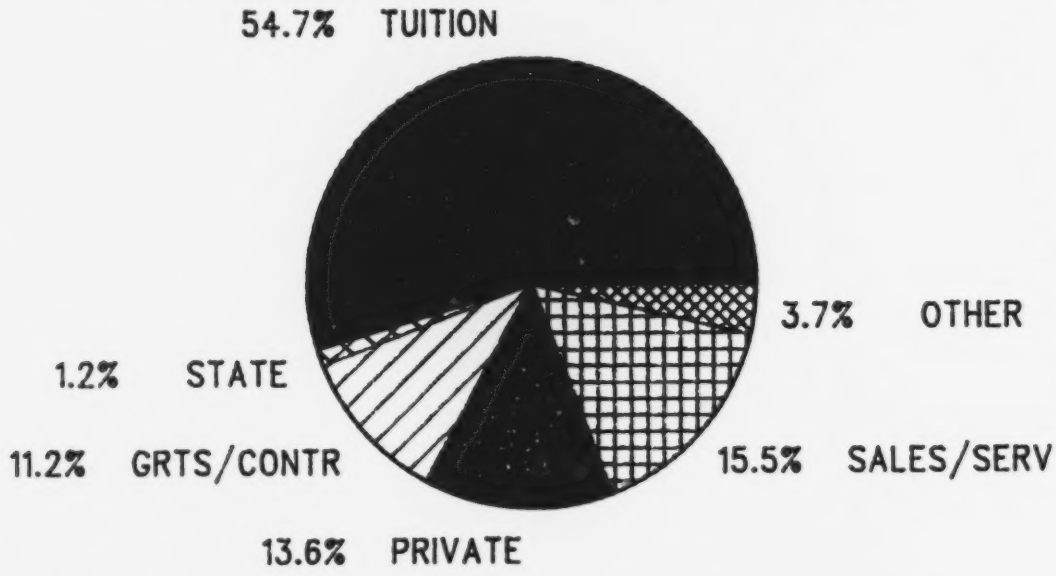


Among Michigan community colleges, the largest expenditure category in fiscal year 1986 is instruction which represented 42.4% of current fund expenditures. National data for 1983-84, the latest year for which data are available, show instruction at 47.% of total current fund expenditures. In Michigan, instruction is followed by student services/grants and scholarships at 19.4%, academic support at 10.8%, physical plant expenditures at 10.2%, institutional support at 9.8%, and public service at 1.5%. National data show a greater percentage of total current fund expenditures for instruction (47.2%), physical plant (11.3%) and institutional support (13.6%).

Michigan institutions as a group expend more than institutions nationally in the areas of academic support and student services/grants and scholarships. National expenditures as a percentage of total are 7.6% and 10.0% respectively.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

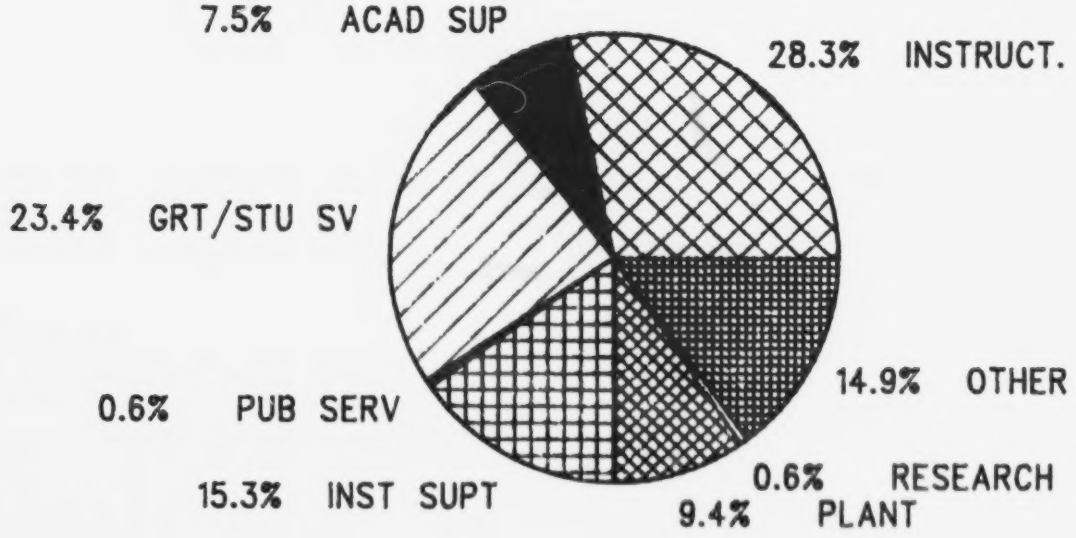
REVENUE SOURCES 1985-86
INDEPENDENT COLLEGES



The largest source of revenue in the Michigan independent college sector in 1985-86 was tuition, which was 54.7% of the total current fund revenue. Across the nation, tuition and fees were 38.8% of current fund revenue in 1983-84, the latest year for which data are available. Private gifts, grants, contracts and endowments were a much larger proportion of total revenue for the independent colleges than for the public colleges in Michigan, although private funds for independent colleges nation-wide were slightly higher, 14.6%. Federal and state contracts and grants were 11.2% of total revenue, somewhat less than the 17.2% reported nationally.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

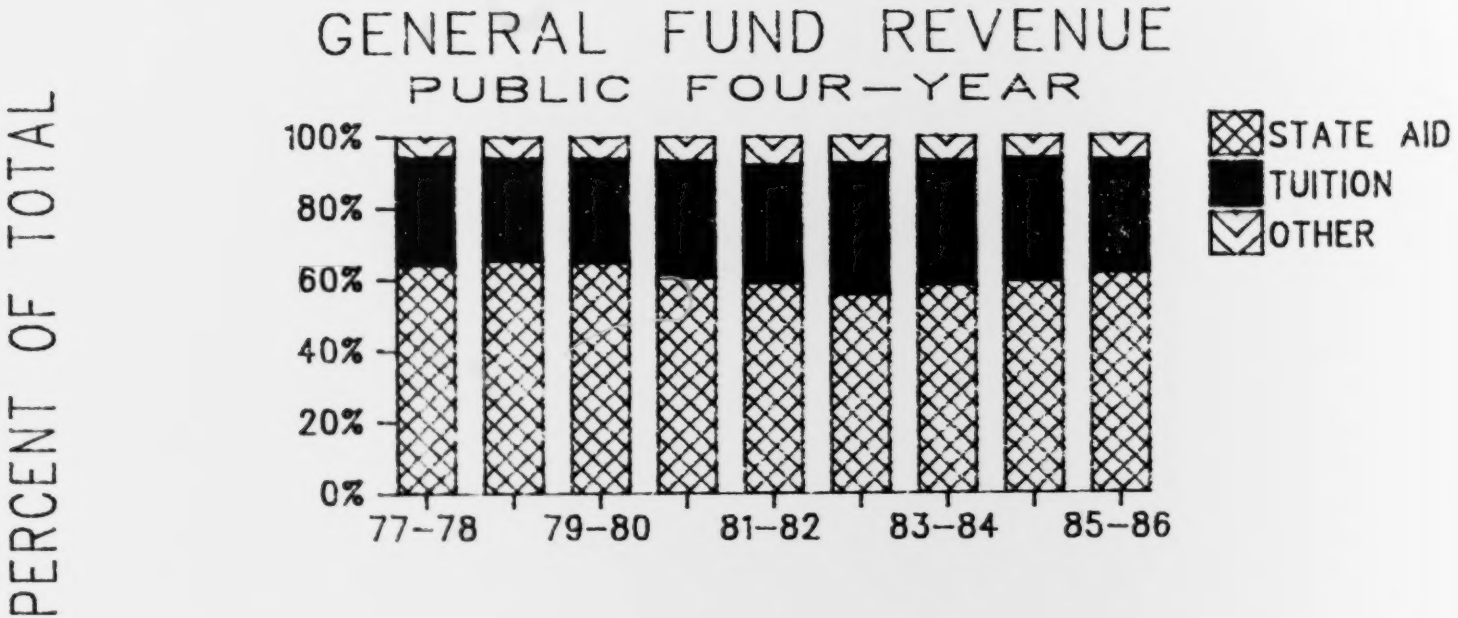
EXPENDITURES -- 1985-86
INDEPENDENT COLLEGES



In the Michigan independent college sector, instruction constituted a smaller percentage of current fund expenditures at 28.3% than in the public sector, where it accounted for 33.6% of public four-year expenditures and 42.4% of community college expenditures in 1985-86. Private colleges nation-wide expended 27.1% in 1983-84. In Michigan, instruction was followed by student services/grants and scholarships at 23.4%, institutional support at 15.3% and physical plant at 9.4%.

Michigan independent colleges as a group expended substantially more than independent institutions nationally in the area of student services/grants and scholarships. National figures show student services/grants and scholarship were 11.6% of total expenditures.

SOURCE: 1985-86 HEGIS, Financial Statistics Report
Revenues and Expenditures of Colleges and Universities, 1983-84, Chronicle of Higher Education (March 19, 1986)

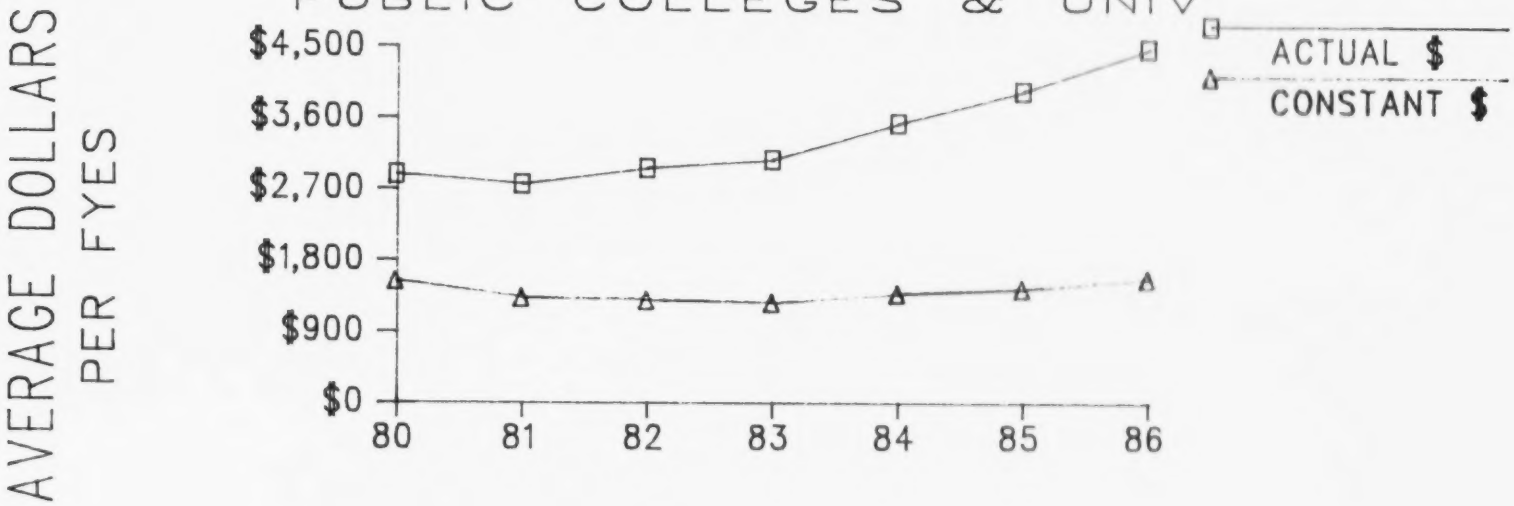


The pattern of financial support for Michigan public four-year colleges and universities has changed substantially over the decade. In 1978-79, state aid represented 65.2% of all general fund revenue and tuition represented 28.6% of revenue. By 1982-83, state aid dropped to a low of 55.6% of general fund revenue. Tuition increased to 36.6% of revenue, shifting a greater proportion of the support burden to the student. With the recovery of the economic climate and substantial annual increases in state appropriations, state aid reached 61.5% of general fund revenue in 1985-86, still below the late 1970 levels, and tuition continued to decline as a percent of total general fund revenue.

SOURCE: 1986 HEIDI, Department of Management and Budget

STATE AID HISTORY

PUBLIC COLLEGES & UNIV

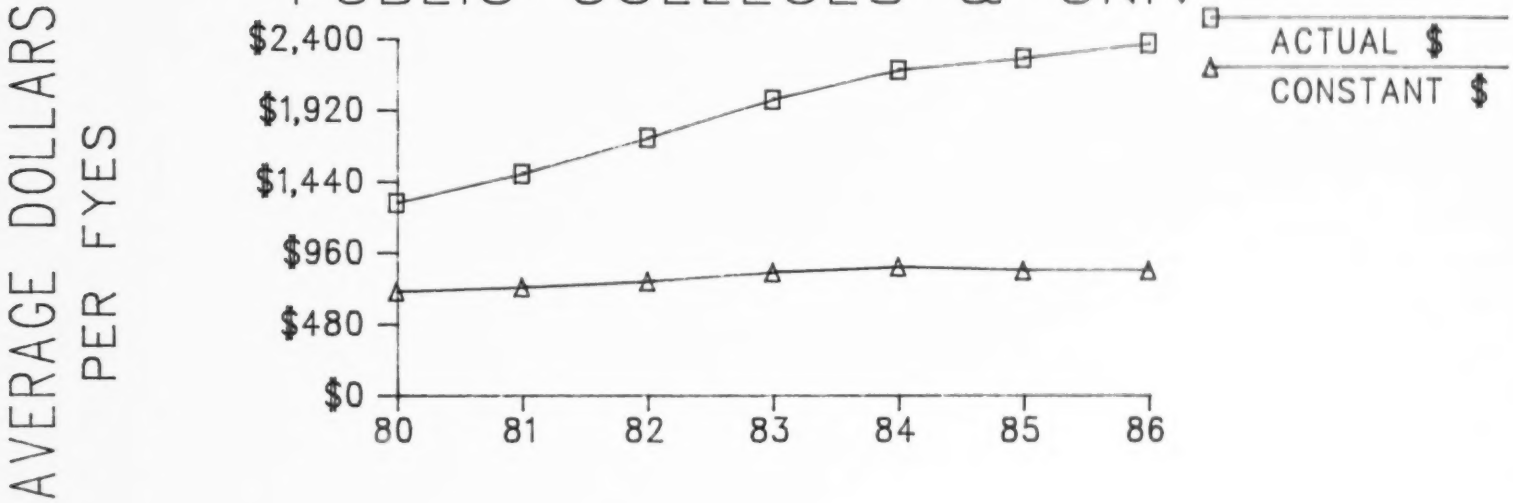


Among the public four-year colleges and universities, state aid per fiscal year equated student (FYES) has increase steadily since 1982-83 after remaining somewhat constant, changing by only 2% from 1980 to 1983. However, correcting for inflation, state aid per FYES in constant dollars shows decline from 1980 through 1983, followed by a gradual increase to 1986.

SOURCE: HEIDI, Department of Management and Budget
Higher Education Price Index

TUITION HISTORY

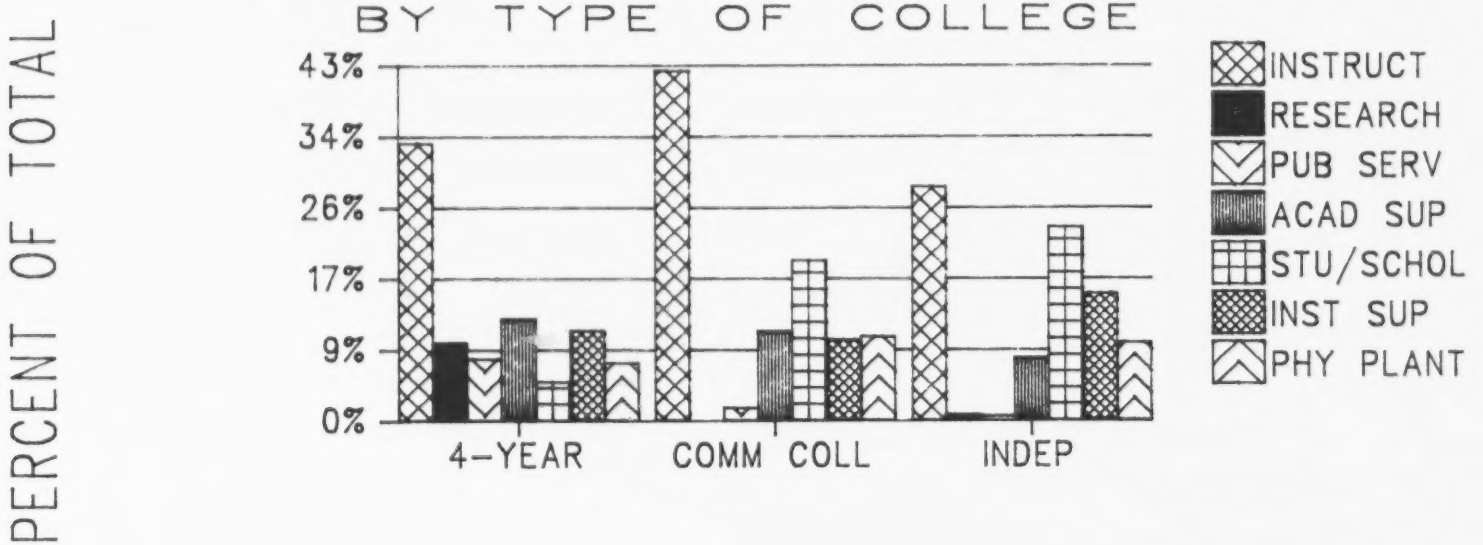
PUBLIC COLLEGES & UNIV



Among the public four-year colleges and universities, tuition revenue per fiscal year equated student (FYES) increased steadily from 1980 through 1986. However, correcting for inflation, tuition revenue per FYES increased by only 20% over the last six years.

SOURCE: HEIDI, Department of Management and Budget
Higher Education Price Index

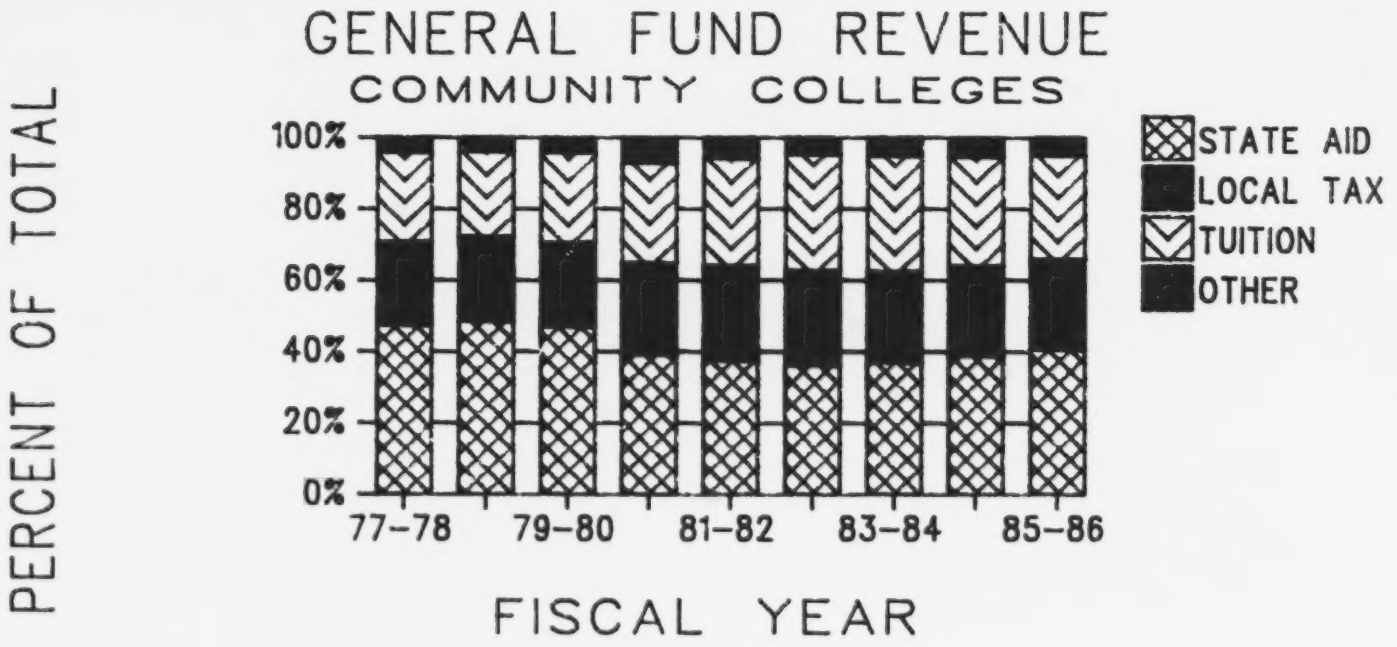
CURRENT FUND EXPENDITURE
BY TYPE OF COLLEGE



The basic differences in the role and mission of the four-year public colleges and universities and the public community colleges are reflected in a comparison of their expenditure patterns. The public colleges and universities as a group expend a greater proportion of their budget on public service and research than do the community colleges and the community colleges expend a greater proportion on instruction.

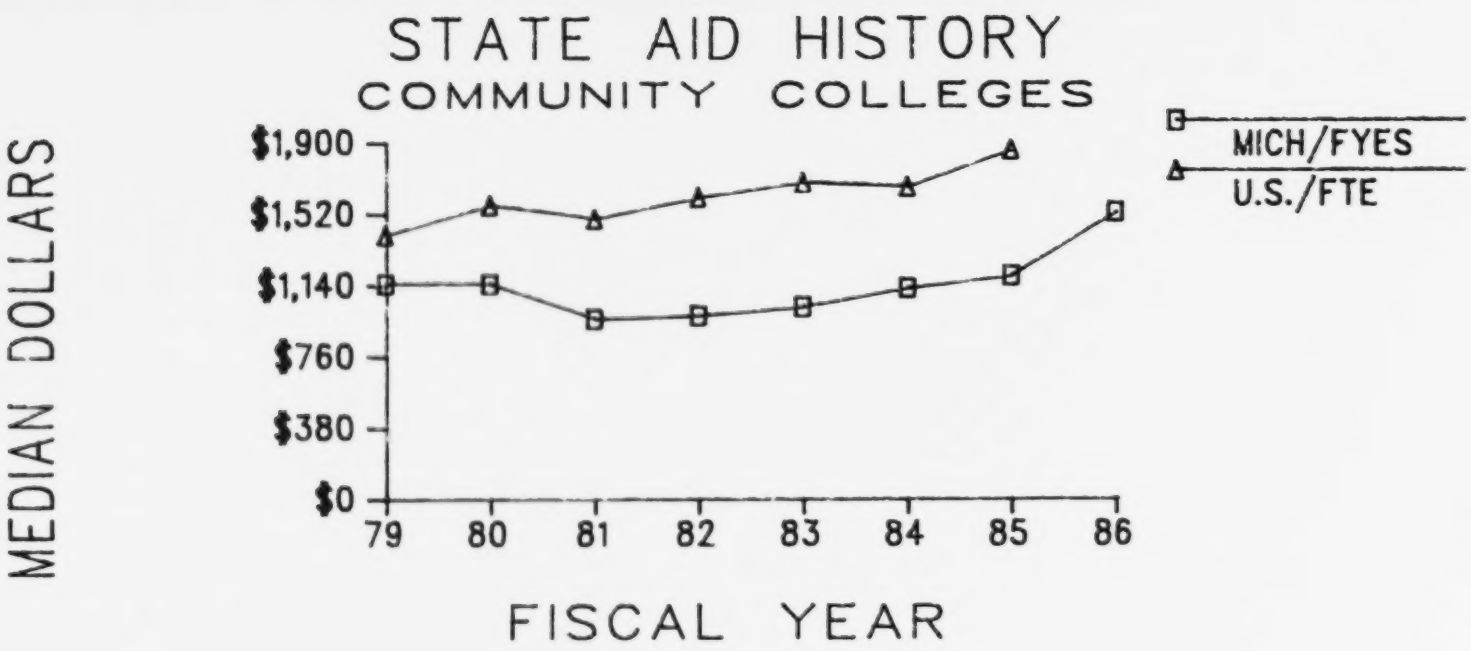
The Michigan independent colleges as a group expend a smaller percentage of their budget on instruction than do the public institutions. This suggests that each independent college has a more homogeneous set of programs compared to the comprehensive programs of public colleges. The independent colleges expend a much higher proportion of their budgets on student services/grants and scholarships when compared with the public institutions, indicative of the higher independent college student costs.

SOURCE: 1986 HEGIS, Financial Statistics Report



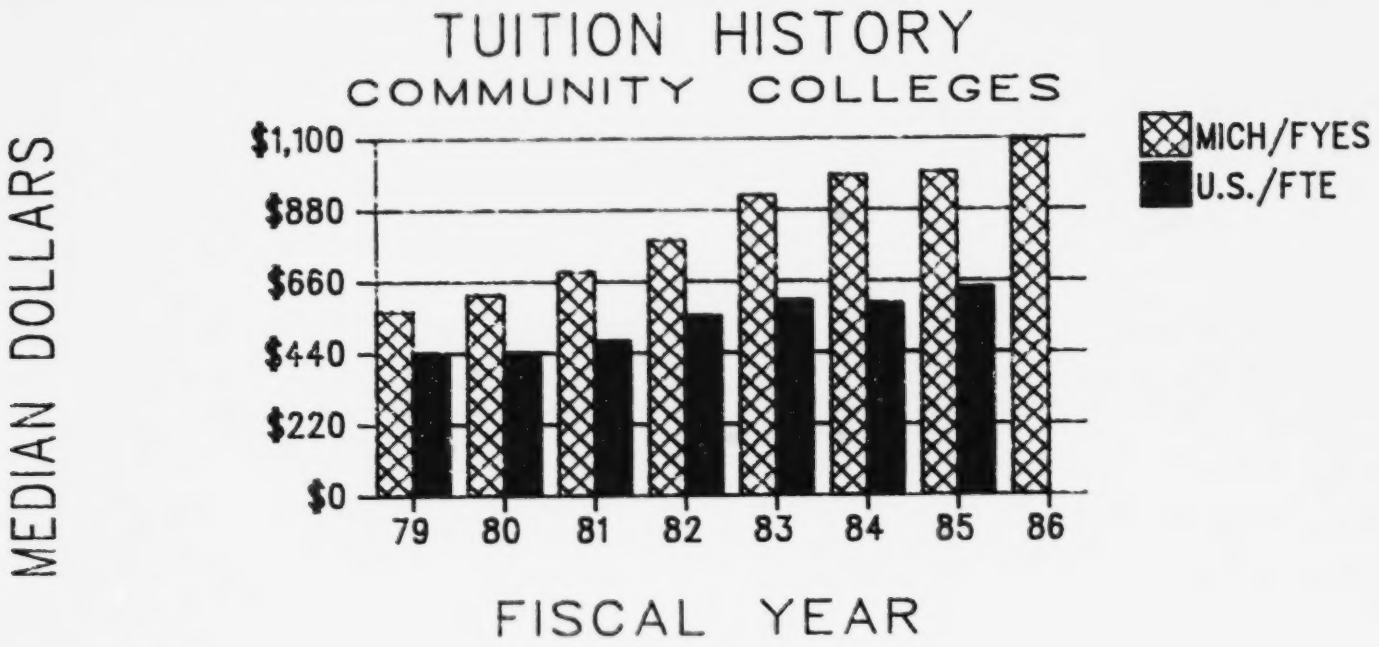
The pattern of financial support for Michigan community colleges shifted dramatically in the last decade. In 1978, state aid represented 48% of total general fund revenues, with tuition accounting for 25% and local tax support representing 23% of revenues. Other general fund revenue sources were minimal, ranging from 4% to 7% of the total throughout the decade. State aid dropped sharply in 1981 and fell again in 1982 and 1983, when it made up a 36% share of the total revenue. State aid slowly picked up its share of support, reaching 40% in 1986, but much of the support burden had shifted to student tuition and fees. Local tax support stayed in the 23% to 26% range during the decade, but tuition ranged from 23% to almost 33%, and still accounted for 29% of total revenues in 1986. Recent increases in state aid proportions have been moving Michigan back to a hypothetical balance of 50% state aid and 50% tax and tuition revenue.

SOURCE: 1985-86 Activities Classification Structure Data



Just as Michigan consistently had a higher median community college tuition than the national median, Michigan showed a lower median level of state aid per student than the nation experienced generally. In 1982, state aid amounted to $1,608 per full-time equated (FTE) student in the U.S., and only $1,065 per fiscal year equated student (FYES) in Michigan. The gap has narrowed somewhat since that time of very high enrollment. By 1985, when the U.S. median for state aid was $1,861 per FTE student, state aid in Michigan had risen to a median of $1,484, followed by a further increase to $1,675 in 1986. The relatively large increases in Michigan state aid per FYES in the last two years suggest stronger state support for the community college system as well as a slight decline in FYES numbers.

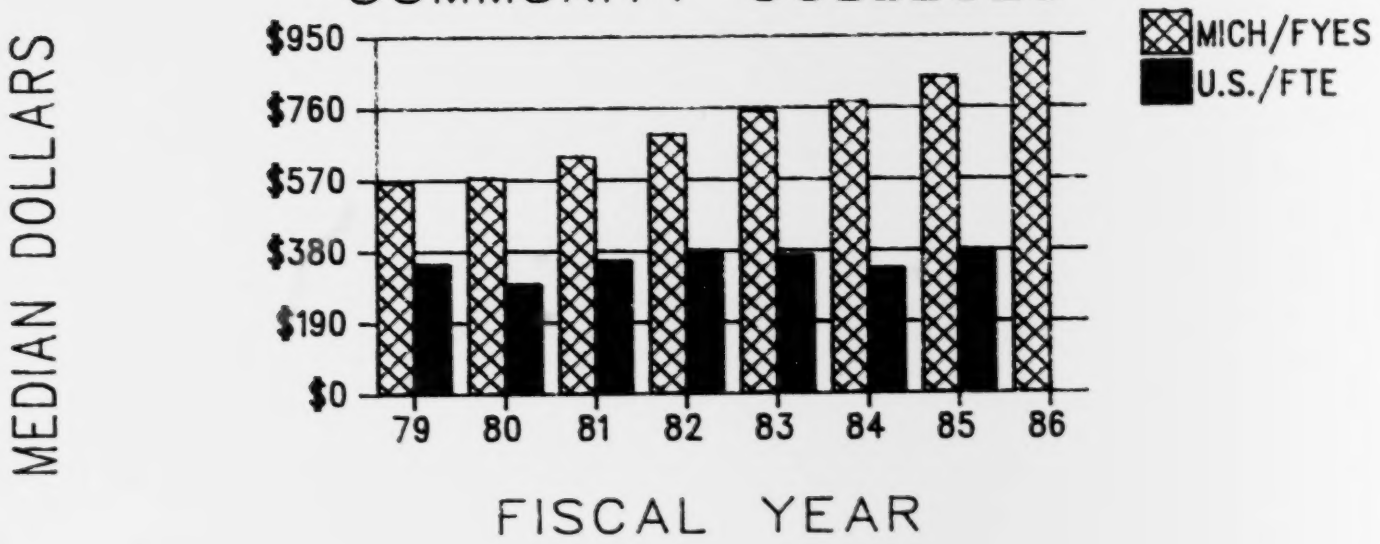
SOURCE: 1985-86 Activities Classification Structure Data
Comparative Financial Statistics for Public Community and Junior Colleges, 1984-85 and 1983-84, National Association of College and University Business Officers (NACUBO)



In the last five years, both Michigan and the nation experienced some increase in the median tuition a community college charges for full-time students, with a greater rate of increase in Michigan than in the rest of the nation. The gap between Michigan and the nation, already substantial, widened in 1983 and 1984 and held constant in 1985, when Michigan's median community college charge for full-time tuition was $962 and the U.S. median was $680. In 1986, the median tuition for Michigan community colleges rose to $1,000.

SOURCE: 1985-86 Activities Classification Structure Data
Comparative Financial Statistics for Public Community and Junior Colleges, 1984-85 and 1983-84, National Association of College and University Business Officers (NACUBO)

TRENDS IN LOCAL SUPPORT
COMMUNITY COLLEGES



Michigan has a history of strong local tax support for its community colleges, with local support accounting for a larger proportion of general fund revenues in Michigan than in the rest of the nation. The gap between Michigan median and national median levels of local support for community colleges widened in the last three years; by 1985, local taxes yielded $916 per fiscal year equated student (FYES) in Michigan but only a median of $378 per full-time equivalent (FTE) student in the nation. In 1986, the level of local support for community colleges increased to a median of $969 in Michigan.

SOURCE: 1985-86 Activities Classification Structure Data
Comparative Financial Statistics for Public Community and Junior Colleges, 1984-85 and 1983-84, National Association of College and University Business Officers (NACUBO)

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